Queens College Bulletin

catalogue issue 1964-1965

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WITH
ANNOUNCEMENTS

September 1964

QUEENS COLLEGE BULLETIN
CHARLOTTE, NORTH CAROLINA

QUEENS COLLEGE BULLETIN Volume 42 September, 1964 Number 4
Published by Queens College in Jan., Feb., May, Sept., and Oct.
Second-class postage paid at Charlotte, North Carolina.

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance.

Offices of the college are open Monday through Friday from 9:00 a.m. to 4:30 p.m. Appointments for other hours may be arranged.

Address Correspondence

For information concerning:

Procedure for Admission

Requirements for Admission

Scholarships and Financial Aid for Entering Students

To

THE OFFICE OF ADMISSIONS

Educational Program

Scholarships for Returning Students

Loans

Transcripts

To

THE OFFICE OF DEAN OF THE COLLEGE

Accounts

Methods of Payment

Other Financial Matters

To

THE OFFICE OF THE TREASURER

Rooms in Residence Halls

Student Life

To

THE OFFICE OF DEAN OF STUDENTS

QUEENS COLLEGE

CHARLOTTE, NORTH CAROLINA 28207

QUEENS
COLLEGE

Table of Contents

Visitors, Correspondence 4
Calendar 8
College Calendar 9
In Brief 11
Aims of Queens College 13
Notes on History 14
Organization of the College 17
- The Board of Trustees 17
- The Administration 19
- The Faculty 20

Admission to the College 26
Expenses 31
- General Fees 31
- Information Concerning Expenses 32
- Special Fees 32
- Regulations Regarding Payment of Fees 34

Financial Aid 35
- Scholarships 35
- Regulations Governing Scholarships 39
- Loan Funds 40

Academic Program 43
- The Curriculum 43
- Standards, Regulations, and Procedures 48
- Special Programs, Honors, and Awards 52
- Courses of Instruction 57

Student Activities 103
- Student Organizations 103
- Services and Regulations 105

Degrees Conferred 1964 108
Honors and Awards, 1963-1964 111
Alumnae Association 114
Community Services 115
Summary of Enrollment 116
Geographical Distribution of Students 117
Index 118
Application Form ..... Attached Insert

1964

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College Calendar for 1964-1965

1964 REGULAR SESSION

September 9	Wednesday	Residence halls open to freshmen and transfer students
		6:00 p.m. Orientation program begins
September 15	Tuesday	8:00 a.m.-12:30 p.m. Registration—returning students
		1:30 p.m.-6:00 p.m. Registration—freshmen and transfer students
September 16	Wednesday	Classes begin
November 13	Friday	Mid-point of first semester
November 25	Wednesday	12:50 p.m. Thanksgiving recess begins
November 30	Monday	8:00 a.m. Thanksgiving recess ends
December 18	Friday	12:50 p.m. Christmas recess begins

1965

January 4	Monday	8:00 a.m. Christmas recess ends
January 15	Friday	Last day of scheduled classes
January 22	Friday	First semester ends
January 26	Tuesday	1:00 p.m. Registration for second semester
January 27	Wednesday	8:00 a.m. Classes begin
March 12	Friday	Mid-point of second semester
March 19	Friday	12:50 p.m. Spring recess begins
March 29	Monday	8:00 a.m. Spring recess ends
April 16	Friday	Good Friday, no scheduled classes
May 21	Friday	Last day of scheduled classes
May 30	Sunday	Baccalaureate Service
May 31	Monday	Commencement Convocation

SUMMER SESSION

June 3-5	Thursday-Saturday	Registration for Summer Session
June 7	Monday	Classes begin
July 16	Friday	End of six-week summer session
July 30	Friday	End of eight-week summer session

1965 REGULAR SESSION

September 8	Wednesday	Residence halls open to freshmen and transfer students
		6:00 p.m. Orientation program begins
September 14	Tuesday	8:00 a.m.-12:30 p.m. Registration—returning students
		1:30 p.m.-6:00 p.m. Registration—freshmen and transfer students
September 15	Wednesday	Classes begin
November 12	Friday	Mid-point of first semester
November 24	Wednesday	12:50 p.m. Thanksgiving recess begins
November 29	Monday	8:00 a.m. Thanksgiving recess ends
December 17	Friday	12:50 p.m. Christmas recess begins

1966

January 3	Monday	8:00 a.m. Christmas recess ends
January 14	Friday	Last day of scheduled classes
January 21	Friday	First semester ends
January 25	Tuesday	9:00 a.m.-5:00 p.m. Registration for second semester
January 26	Wednesday	8:00 a.m. Classes begin
March 11	Friday	Mid-point of second semester
March 18	Friday	12:50 p.m. Spring recess begins
March 28	Monday	8:00 a.m. Spring recess ends
April 8	Friday	Good Friday, no scheduled classes
May 20	Friday	Last day of scheduled classes
May 29	Sunday	Baccalaureate Service
May 30	Monday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, the College Scholarship Service, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 2,200,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures; exhibits at the Mint Museum of Art; Little Theatre plays; and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 700 students. The college has developed in its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life those values and qualities which denote the small college.

PROGRAM Queens offers the bachelor of arts, bachelor of science, and bachelor of music degrees. At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, Spanish, and nursing. Students desiring to teach can qualify for an elementary or secondary certificate. Secretarial training can be obtained through elective courses. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this advisor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which are in process of development at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

LIBRARY Everett Library is essentially a reference library containing books and materials which supplement the college curriculum. The collection includes books and periodicals numbering about 55,000 volumes. All Queens College students have free access to the stacks.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. A large percentage of the students lives on the campus; the others have their homes in or near Charlotte. Those living on the campus come from many states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy coeducational social life made possible by joint planning with Davidson College which is located 20 miles from Charlotte.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which make an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test and the English Achievement Test as well as a foreign language achievement test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program.

COST The general fee for resident students for board, room, tuition, and health service is $2150; for commuting students, $900. These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID Endowed scholarships provide assistance ranging from $100 to $1450 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Those students who do not marry immediately after graduation find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc. The liberal arts curriculum and the program for personal growth and development produce graduates with the kind of education now being sought by discriminating employers.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. This fact is the basis for its aims.

The central purpose is to see that the graduates of Queens College are liberally educated persons. Liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The aim of the college is to be healthfully Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of Christian growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

As a college small by intent, Queens purposes to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by other students and by members of the faculty. The concern for the individuality of each student should be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are preparation for economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

It is the further aim of the college to provide an environment of student life which will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when, in the midst of the war there being no great affection for the crown, the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and later in Columbia, S. C.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954- —Edwin Ruthven Walker

Organization of the College

Board of Trustees

H. H. Everett, *Chairman*
The Rev. James E. Fogartie, *Secretary*

TERM EXPIRES 1965

John M. Akers *(Synod of N. C.)*, Gastonia, N. C.
William H. Barnhardt *(Trustees)*, Charlotte, N. C.
James J. Harris *(Trustees)*, Charlotte, N. C.
The Rev. Lynn T. Jones, D.D. *(Synod of S. C.)*, Huntington, W. Va.
Dr. F. L. Knight *(Synod of N. C.)*, Sanford, N. C.
Paul Quattlebaum *(Synod of S. C.)*, Conway, S. C.

TERM EXPIRES 1966

Irwin Belk *(Trustees)*, Charlotte, N. C.
Mrs. J. M. H. Fitzgerald *(Synod of S. C.)*, Columbia, S. C.
H. F. Kincey *(Synod of N. C.)*, Charlotte, N. C.
The Rev. Julian Lake, D.D. *(Synod of N. C.)*, Southern Pines, N. C.
S. C. McMeekin *(Synod of S. C.)*, Columbia, S. C.
C. P. Street *(Trustees)*, Charlotte, N. C.

TERM EXPIRES 1967

Thornton H. Brooks *(Synod of N. C.)*, Greensboro, N. C.
The Rev. Joseph W. Everett, Jr., D.D. *(Synod of S. C.)*,
Rock Hill, S. C.
The Rev. James E. Fogartie *(Synod of N. C.)*, Charlotte, N. C.
Mrs. Curtis B. Johnson *(Synod of N. C.—Alumna)*, Charlotte, N. C.
L. A. McCall, Jr. *(Synod of S. C.)*, Florence, S. C.
Carl G. McCraw *(Trustees)*, Charlotte, N. C.

TERM EXPIRES 1968

Mrs. William C. Cannon *(Synod of N. C.)*, Concord, N. C.
George W. Dowdy *(Trustees)*, Charlotte, N. C.
H. H. Everett *(Trustees)*, Charlotte, N. C.
Francis M. Hipp *(Synod of S. C.)*, Greenville, S. C.
J. B. Meacham, Jr. *(Trustees)*, Charlotte, N. C.
Mrs. S. P. Stowe *(Synod of N. C.—Alumna)*, Belmont, N. C.
J. Mason Wallace, Jr. *(Synod of N. C.)*, Charlotte, N. C.
The Rev. James T. Womack, D.D. *(Synod of S. C.)*, Columbia, S. C.
Edwin R. Walker, *President, ex officio*

Advisory Trustees

Arthur H. Burgess, Hickory, N. C.
Charles G. Chatham, Greenwich, Conn.
Harry L. Dalton, Charlotte, N. C.
J. B. Glover, Marietta, Ga.
Benjamin S. Horack, Charlotte, N. C.
The Rev. James A. Jones, D.D., Richmond, Va.
Arthur N. Morris, Baltimore, Md.
William F. Mulliss, Charlotte, N. C.
J. Norman Pease, Charlotte, N. C.

Honorary Trustees

Mrs. W. H. Belk, Charlotte, N. C.
McAlister Carson, Charlotte, N. C.
Hunter Marshall, Charlotte, N. C.

Officers of Administration

Edwin R. Walker, A.B., B.D., Ph.D., LL.D., *President*
Herbert E. Babb, A.B., M.S., Ph.D., *Dean of the College*
Don Farquharson, B.S., *Treasurer*
George S. Kilner, B.S., *Business Manager*
Ann S. Gebhardt, B.F.A., M.A., *Dean of Students*
Robert W. Shaw, B.S., M.A., *Director, Department of Adult Education*
Mildred L. Miscally, A.B., M.A., *Director of Public Relations*
Jean L. Rayburn, A.B., *Director of Admissions*
Catherine M. Atkins, A.B., M.Ed., *Registrar*
M. Phoebe Oplinger, A.B., M.L.S., *Librarian*
Gordon Q. Freeman, A.B., M.A., *Director of Alumnae Affairs*
Louise T. Rudisill, B.S., *Administrative Assistant to the President*

Administrative Assistants and Staff

Helen M. Barto, *Secretary, Business Office*
Annie G. Bobbitt, *Resident Counselor*
Myra C. Bristol, A.B., *Secretary, Department of Adult Education*
Sallie B. Brody, *Secretary, Library*
Harold L. Brooks, *Mail Clerk*
Ray S. Clark, *Multilith Operator*
Amy Lou Cotter, *Secretary, Admissions Office*
Louise L. Council, *Resident Counselor*
Maude L. Davenport, *Secretary, Business Office*
Robert P. Eisele, B.S., *Food Service Director*
Gertrude G. Gill, B.S., *Secretary, Music Department*
Lorena A. Goeller, *Resident Counselor*
Marilou Gower, *Secretary, Alumnae Office*
Carrie B. Green, *Hostess, Guest House*
Adele Hagood, A.B., *Admissions Counselor*
Ruth Herron, B.S., *Superintendent of Dormitories*
Jane E. Hoke, A.B., M.A., *Admissions Counselor*
Katherine Jenkins, *Clerk, Library*
Sally R. Jones, *Secretary, President's Office*
Margaret S. Kelley, *Assistant, Public Relations Office*
Margaret N. Maultsby, *Clerk, Registrar's Office*
Nell D. McCarter, *Resident Counselor*
Donald D. McNeill, *Assistant to the Treasurer*
Veronica M. Noetling, *PBX Operator*
Sam W. Poplin, *Operations Engineer*
Joanne N. Sheahan, *Secretary to the Dean of Students*
Alena M. Stevenson, *Secretary to the Dean of the College*
Frances D. Walter, A.B., *Secretary, President's Office*
Dorothy A. Wentz, *Secretary, Business Office*
Teresa Shu-yi Yang, A.B., M.A., *Cataloger, Library*

Student Health Service

Thomas L. Dulin, M.D., *College Physician*
Julia T. Harris, *Resident Nurse*

Faculty

Date following name and title indicates year of initial appointment at Queens College.

Edwin R. Walker, *President* (1954)
A.B., LL.D., Southwestern University; B.D., Vanderbilt University; Ph.D., University of Chicago.

Herbert E. Babb, *Dean of the College and Professor of Psychology* (1957)
A.B., Emory University; M.S., Ph.D., University of Kentucky.

Mildred Morse McEwen, *Professor of Chemistry* (1924)
A.B., Queens College; A.B., M.A., Ph.D., University of North Carolina.

Sarah McKee Nooe, *Professor of Biology* (1934)
B.S., Meredith College; M.A., Columbia University; Furman University; University of Virginia; Woman's College of the University of North Carolina; University of Washington.

Hughes B. Hoyle, Jr., *Professor of Mathematics* (1945)
A.B., M.A., Ph.D., University of North Carolina; New York University.

George A. Stegner, *Dana Professor of Music* (1955)
B.S., Miami University, Oxford, Ohio; B.Mus., M.Mus., Cincinnati Consevatory; D.F.A., Chicago Musical College; Aspen School of Music.

Jack H. Fehon, *Dana Professor of Biology* (1956)
B.S., M.S., University of Florida; Ph.D., Florida State University; Davidson College; North Georgia College; University of Wisconsin.

Dougald McD. Monroe, Jr., *Dana Professor of Literature and English Composition* (1957)
A.B., Washington and Lee University; M.A., Ph.D., Northwestern University; Osmania University, Hyderabad, India.

Norris W. Preyer, *Dana Professor of History* (1957)
A.B., University of North Carolina; M.A., Ph.D., University of Virginia; Yale University; Harvard University; University of Wisconsin; Pennsylvania State University.

Donald E. Lewis, *Professor of Chemistry* (1957)
B.S., Abilene Christian College; M.S., Ph.D., Florida State University.

William Beidler, *Professor of Philosophy* (1959)
B.S., University of California; M.A., University of North Carolina; Ph.D., Osmania University, Hyderabad, India.

Joyce Hayes Shealy, *Professor of Psychology* (1959)
A.B., M.A., University of South Carolina; M.A., Ohio State University; Ph.D., University of North Carolina; Winthrop College.

Edmund T. Weiant, *Z. Smith Reynolds Professor of Foreign Languages (German and Russian)* (1959)
A.B., Cornell University; Ph.D., Universität Basel, Switzerland; Kenyon College; Universität Zürich, Switzerland; University of Michigan; Indiana University.

Edward W. Pohlman, *Dana Professor of Sociology* (1960)
A.B., Emmanuel Missionary College; M.A., Ph.D., Ohio State University.

George A. Shealy, *Professor of Art* (1960)
Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting.

Elizabeth G. Wright, *Professor of Bible and Religion* (1961)
A.B., Wilson College; B.C.S., Rider College; B.D., Yale Divinity School; Ph.D., Yale University.

Thelma Albright, *Associate Professor of Literature and English Composition* (1937)
A.B., Greensboro College; M.A., Duke University; University of North Carolina.

Eleanor Lloyd Jenkins, *Associate Professor of Mathematics* (1941)
A.B., Queens College; M.A., University of North Carolina.

Mary Lee Taylor, *Associate Professor of Bible and Religion* (1941)
A.B., Salem College; M.R.E., The Biblical Seminary, New York; East Tennessee State University; New York University; Presbyterian School of Christian Education.

John D. Morrison, *Associate Professor of Music* (1947)
B.Mus., M.Mus., Northwestern University; A.A.G.O.; St. Olaf College; University of Rochester, N. Y.

Philip A. Moose, *Associate Professor of Art* (1956)
Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

Roberta T. S. Chalmers, *Associate Professor of Literature and English Composition* (1959)
A.B., D.Litt., Mount Holyoke College; M.A., Radcliffe College; B.Litt., Oxford University; D.Litt., Kenyon College.

Albert R. May, *Associate Professor of Music* (1960)
Boston University College of Music; Juilliard School of Music.

Yancey Leonard Medlin, *Associate Professor of Education* (1962)
A.B., M.Ed., Ph.D., University of North Carolina; University of Colorado; Eastern Kentucky State College.

Jimmie C. Oates, *Associate Professor of Physics* (1962)
B.S., Memphis State University; M.S., Ph.D., Vanderbilt University.

James H. Lovell, Jr., *Associate Professor of Literature and English Composition* (1961)
A.B., M.A., Texas Christian University; Ph.D., Vanderbilt University; Southern Methodist University.

Cary S. Henderson, *Associate Professor of History and Political Science* (1963)
A.B., M.A., University of Florida; Ph.D., Duke University; Davidson College; Syracuse University.

Frank G. Mullen, Jr., *Associate Professor of Psychology* (1963)
A.B., University of Georgia; Ph.D., University of Tennessee.

Paul B. Newman, *Associate Professor of Literature and English Composition* (1963)
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa; Antioch College; Purdue University.

Sarah Irene Dunlap, *Assistant Professor of Home Economics* (1945)
B.S., M.A., Winthrop College; University of Tennessee.

Mildred L. Miscally, *Assistant Professor of Journalism* (1946)
A.B., M.A., University of Georgia.

Nancy L. Eagle, *Assistant Professor of Music* (1950)
B.S., Woman's College of the University of North Carolina; M.A., University of North Carolina; Peabody College; Catawba College; Appalachian State Teachers College; University of Indiana.

Caroline Gordon Richardson, *Assistant Professor of Foreign Languages (French)* (1950)
A.B., Winthrop College; M.A., University of South Carolina; University of the South; University of Minnesota; Laval University, Quebec; Institut de Phonetique, Paris; University of Toulouse, Pau, France; Middlebury College.

Ann Stellhorn Gebhardt, *Assistant Professor of Art* (1953)
B.F.A., M.A., Ohio State University; Lake Erie College.

Sarah M. West, *Assistant Professor of Secretarial Practice* (1947)
B.S., Winthrop College; M.R.E., Woman's Missionary Training School, Louisville, Kentucky.

Charles O. Hadley, *Assistant Professor of Literature and English Composition* (1955)
A.B., Davidson College; M.A., University of North Carolina; University of Besançon, France; Duke University; University of Birmingham, Stratford, England.

Marie J. Hargett, *Assistant Professor of Music* (1956)
B.Mus., Greensboro College; M.Mus., Cincinnati Conservatory of Music; Catawba College; University of Hawaii.

*Mary Faith Carson, *Assistant Professor of Religion* (1961)
A.B., Salem College; B.D., Union Theological Seminary; M.A., Presbyterian School of Christian Education.

Roger Drinkall, *Assistant Professor of Music (Cello)* (1962)
B.Mus., Curtis Institute of Music; M.Mus., University of Illinois; University of Pittsburgh.

Marjorie T. Kirby, *Assistant Professor of Foreign Languages (Spanish)* (1962)
A.B., Birmingham-Southern College; M.A., University of North Carolina; University of Havana.

Joseph E. Lammers, *Assistant Professor of Music* (1962)
B.Mus., University of Alabama; M.Mus., Florida State University; Sherwood School of Music.

Mary Thomas Smith, *Assistant Professor of Education* (1962)
A.B., M.A., East Carolina College; Indiana University; North Carolina State of the University of North Carolina at Raleigh.

*Leave of absence 1964-65.

Agnes F. Hostettler, *Assistant Professor of Foreign Languages (French and German)* (1963)
A.B., Lenoir Rhyne College; M.A., Middlebury College; University of North Carolina; University of Mainz, Germany; Universität Zürich, Switzerland.

Edith Margueritte Judkins, *Assistant Professor of Music (Voice and Choral Conducting)* (1963)
B.Mus., Greensboro College; B.M.E., Richmond Professional Institute; M.A., Tulane University.

T. Buchanan Looney, *Assistant Professor of History* (1963)
A.B., Southwestern at Memphis; M.A., Columbia University; General Theological Seminary; Vanderbilt University; New York University.

G. Alex Marsh, *Assistant Professor of Biology* (1963)
B.S., Wake Forest College; M.A., University of North Carolina; University of Miami; Duke University; Stanford University.

Boice N. Daugherty, *Assistant Professor of Psychology* (1964)
A.B., Marshall College; Duke University; University of Kentucky.

Ross R. Dealy, *Assistant Professor of History* (1964)
A.B., Southern Methodist University; M.A., University of Washington; Indiana University.

Roger Lee Keyes, *Assistant Professor of Music (Piano)* (1964)
B.Mus., M.Mus., Indiana University.

J. Daniel Zeluff, *Assistant Professor of Bible and Religion* (1964)
B.S., University of Florida; B.D., Union Theological Seminary; Ph.D., University of Aberdeen, Scotland; University of Tampa.

Charles E. Brewer, Jr., *Visiting Assistant Professor of Economics* (1960)
A.B., Princeton University.

Ruth R. Magher, *Instructor in Physical Education* (1947)
B.S., Woman's College of the University of North Carolina; University of North Carolina; Johns Hopkins University.

David C. Stuntzner, *Instructor in Art* (1962)
A.B., Northwestern University; M.F.A., School of the Art Institute, Chicago.

Anne S. Suite, *Instructor in Sociology* (1962)
A.B., Columbia College; M.A., University of North Carolina; University of Tennessee.

Katherine Elizabeth Frix, *Instructor in Literature and English Composition* (1963)
A.B., Stetson University; M.A., University of North Carolina; Emory University.

Shirley Haase Green, *Instructor in Physical Education (Dance)* (1963)
B.S., Woman's College of the University of North Carolina.

Catherine R. Davis, *Instructor in Foreign Languages (French)* (1964)
A.B., University of South Carolina; M.A., Smith College.

Ella Marguerite Noel, *Instructor in Music (Violin)* (1964)
A.B., B.Mus., Oberlin College and Conservatory of Music; M.Mus., Eastman School of Music of the University of Rochester; Mozarteum Akademie für Musik, Salzburg, Austria; Davidson College; Wake Forest College; University of North Carolina; Duke University.

Phyllis A. Pharr, *Instructor in Physical Education* (1964)
B.S., Appalachian State Teachers College; University of North Carolina.

PROFESSORS EMERITI

Ethel M. Abernethy, *Professor Emeritus of Psychology*
A.B., Duke University; M.A., Ph.D., University of Chicago; D.Sc., Queens College; Johns Hopkins University.

Herbert V. Carson, *Professor Emeritus of Bible, Religion, and Philosophy*
A.B., Washington and Lee University; B.D., Th.M., Union Theological Seminary, Richmond; D.D., Southwestern at Memphis.

Rena C. Harrell, *Librarian Emeritus*
A.B., Queens College; M.A., University of North Carolina; A.B. in L.S., Library School, Emory University.

Elsie Stokes Moseley, *Professor Emeritus of Music*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee.

Laura A. Tillett, *Professor Emeritus of English Literature*
A.B., Duke University; M.A., Columbia University; Harvard University; Cambridge University.

Affiliated Faculty in the Nursing Program

Anne Pleasants White, *Director of Education, Presbyterian Hospital School of Nursing*

A.B., Flora Macdonald College; R.N., Stuart Circle Hospital School of Nursing, Richmond; M.A., Columbia University.

Distinguished Teaching Award

In order to emphasize the fact that quality of teaching is the most important single concern of Queens College, the Board of Trustees, in June, 1958, created a Distinguished Teaching Award in the amount of $2,000 to be awarded at the end of each academic year. The conditions of the award are:

> The recipient of the award shall be selected by the president and the dean of the college after consultation with individual members of a committee appointed by the president to assist in the selection of the person to receive the Distinguished Teaching Award.
>
> The award shall be used for travel, further study, or other means of professional advancement.
>
> The recipient of the award shall not be eligible for selection for the award for a period of five years.

Year	Recipient
1958-1959	Stuart D. Currie
1959-1960	Mildred M. McEwen
1960-1961	Dougald McD. Monroe, Jr.
1961-1962	Jack H. Fehon
1962-1963	Roberta T. S. Chalmers
1963-1964	William Beidler

Admission to the College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

Quality of college preparatory work
Standing on tests
Recommendations of officials acquainted with the applicant
Student's objectives
Student's character and personality

PREPARATION FOR ENTRANCE

The student considering Queens as the college of her choice should—early in her secondary school years—write to the Office of Admissions for descriptive literature. She should familiarize herself with the total program of the college. She should discuss her goals with her high school counselor and plan a program that will assure her of eligibility for admission.

An applicant for admission is expected to have a secondary school diploma representing at least 16 units of study. Of the total units presented, 12 must be in college preparatory subjects including four in English. The following chart represents the desirable distribution of units submitted for admission.

Units	English	History	Laboratory Science	Mathematics	Language	Electives
	4	2	1 or 2	2 or 3	2 of 1	4

All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board during their senior year in high school. It is recommended that students also take the Scholastic Aptitude Test in their junior year and have the results sent to Queens College. Applicants are required to take the College Entrance Examination Board English Composition Achievement Test and a foreign language achievement test. If a student has taken more than one language in high school, she should take the achievement test in the language which she plans to continue in college. The Writing Sample will not be accepted in place of the English Composition Achievement Test. However, students who are interested in the Queens Scholars program (see page 37) are required to take the Writing Sample in addition to the English Composition Achievement Test. The results of the English Composition Achievement Test are considered by the Admissions Committee. The results of the foreign language achievement test are used for placement purposes only.

The following dates have been selected for the administering of these tests:

December 5, 1964	SAT, Achievement Tests
January 9, 1965	SAT, Achievement Tests
March 6, 1965	SAT, Achievement Tests
May 1, 1965	SAT, Achievement Tests
July 14, 1965	SAT, Achievement Tests

The applicant should register for the examination approximately one month before the test date.

For further information concerning these tests the student should consult her high school counselor or write to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The student and her parents are encouraged to visit the campus at any time. She should make an appointment with the director of admissions or a member of the college admissions staff in advance of her visit.

Admissions counselors visit many high schools during the fall and winter months. If possible, the interested student should arrange, through her high school counselor, to discuss her college plans with the Queens admissions counselor. Selected alumnae in a number of cities are also available for conferences with students and their parents; their names and addresses may be found on page 114 of this catalogue.

EARLY DECISION PLAN

Queens is one of several colleges which participates in the Southern College Uniform Early Decision Plan. This plan is designed to reduce the necessity for well qualified students to file applications at several colleges and to reduce their anxiety regarding acceptance by the college of their first choice.

(a) The student agrees to apply only to Queens College until a decision is reached under the Early Decision Plan (by November 1).

(b) The student agrees to submit to Queens College by October 1 her application for admission and her application for financial aid if such aid is needed.

(c) If accepted by Queens College, the student agrees to notify the college by November 15 of her decision regarding matriculation and to make the $100 initial payment.

(d) The college agrees to render a decision on admissions and on financial aid, if requested, by November 1.

(e) If a specific decision of acceptance or rejection is not made by November 1, the college agrees to notify the candidate that her application will be guaranteed unbiased consideration under Queens College's regular admission plan and agrees to free the candidate to apply to other colleges.

(f) The college agrees not to require the accepted candidate to take further admissions tests if she commits herself to matriculate and makes her deposit.

ENTRANCE PROCEDURES

1. The student should request an application form from the Office of Admissions or use the form in the back of this catalogue. She should complete this form and mail it with the $10 fee to the Office of Admissions. Since dormitory as well as classroom space is limited, she should file her application no later than February 15 of the year of expected entrance. A student desiring financial aid should apply for a scholarship or loan at the same time that she makes application for admission. Further details regarding these may be found on pages 35-41 of this catalogue.

2. Upon receipt of the application, the Admissions Office will send the candidate a personal data form and an honor pledge form. These should be completed and returned immediately.

3. The applicant should request the College Entrance Examination Board to send a copy of all her test results to Queens College.

4. The college will write for a transcript of secondary school credits and for recommendations. The student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.

5. The Admissions Committee will act upon the application after the following items have been received and reviewed: the personal data form, the high school transcript (including recommendations), the College Entrance Examination Board test scores, the first semester grades for the senior year, and the signed honor pledge. The candidate will be notified of the committee's decision soon afterwards.

6. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work and citizenship through the completion of the school year. Admission is also contingent upon the receipt of a satisfactory health report later in the year.

7. The health forms will be sent as soon as the candidate has been approved for admission. These forms should be filled out properly by a physician and must be returned to the college before July 15 of the year of entrance.

8. Following notification of acceptance the student must make an initial payment of $100 ($35 for a commuting student) in order to reserve her place in the entering class. This payment should be made as soon as possible; the final date is May 3. This payment is non-refundable and will be credited to the total fees for the year.

9. The applicant is urged to report to the college promptly any change of address, transfer to another secondary school, or intention to withdraw her application.

10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

The procedure for applying is the same as that outlined above for new students, including the submission of Scholastic Aptitude Test scores.

READMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for readmission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Admissions will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$100 for resident and $35 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

NON-DEGREE AND PART-TIME STUDENTS

Each year the college admits a limited number of commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details the applicant should confer with the director of admissions.

The student who desires to attend the college on a part-time basis should first discuss the matter with the director of the Department of Adult Education. Rarely are part-time students admitted for the regular session.

Students who are not degree candidates and are completing requirements for teacher certification are expected to complete one semester, full-time, at the college before registering for student teaching (Education 442, 444).

Expenses

General Fees

An application fee of $10 is required of all new students. It is not refundable.

Upon entrance all fees for the year are charged against a student's account. A student entering at the beginning of the second semester will have fees for that semester charged against her account. Payments must be made for the full year or arrangements made with the treasurer to pay the account according to a deferred payment schedule.

The general fee for a regular full-time student for both semesters of the scholastic year is:

Resident Students	$2,150.00
Commuting Students	900.00
Part-time Students, per semester hour	30.00

The general fee includes tuition and infirmary and other services; and for resident students it includes space in a double room in one of the college dormitories and meals in the college dining room except during Thanksgiving recess, Christmas vacation and spring recess, when the dining room and dormitories are closed. In addition there are several fees as stated in the course descriptions, and the student activity fee of $50 which is assessed by the Student Government Association. These fees are collected by the college at the time of registration.

The Board of Trustees reserves the right to make necessary adjustments in the schedule of charges at any time.

The college offers the following deferred payment schedule:

	Resident Student	Commuting Student
New students: By May 1 } Not Returning students: On or before June 15 } Refundable	$100.00	$ 35.00
On entrance in September	700.00	370.00
Also on entrance in September, Student Activity Fee	50.00	50.00
On November 10	450.00	165.00
On January 10	450.00	165.00
On March 10	450.00	165.00

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

WITHDRAWALS

Students who withdraw from the college during the year on their own initiative and with the approval of the dean of the college will be charged for the full semester during which the student withdraws.

SUSPENSIONS

Any student suspended by the college for reasons other than academic regulations is responsible for the payment of fees for the full year.

Information Concerning Expenses

BOOKS AND MISCELLANEOUS EXPENSES

The cost of books and supplies will vary with the courses taken, but the average expense is about $75. Such an amount should be on hand upon entrance. The expenses outside of college, such as travel, clothing, amusement, and incidentals, vary according to the individual student. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation, dues, and special assessments.

STUDENT BANK

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m.

INFIRMARY

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics twice a week without cost to students and is called at any time if it seems advisable after the student has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

LAUNDRY

Laundry is not included in the above charges. The college offers facilities for handling this item efficiently and economically at the expense of the student. *NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.*

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less (including an activity as the equivalent of one semester hour) is classed as a part-time student and will be charged at the rate of $30 per semester hour plus the $50 student activity fee. Part-time students carrying six semester hours or less will not be charged the student activity fee.

Special Fees

Such expenses as other special fees will be charged according to the schedule applying to all students.

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS

Regardless of the number of private music lessons taken each week throughout a semester in any number of instruments the total fee is	$ 37.50
Use of practice studio (including piano) for scheduled daily practice throughout a semester	5.00
Use of a school instrument (violin, viola, flute, etc.) for practice throughout a semester, activity hour participants excepted	5.00
Use of organs for scheduled daily practice throughout a semester	10.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND NON-COLLEGE STUDENTS

One half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Each additional half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Use of practice studio (including piano) for scheduled daily practice, per semester	10.00
Use of school instrument (violin, viola, flute, etc.) for practice, per semester	10.00
Use of organs for scheduled daily practice, per semester	20.00

OTHER SPECIAL FEES

EDUCATION 442, 444 Student teaching	40.00
DIPLOMA FEE, including diploma and rental of cap, gown, and hood	12.00
LATE REGISTRATION FEE	15.00
COURSE CHANGE (after registration)	1.00
TRANSCRIPT FEE (for each one after first one)	1.00
PLACEMENT DOSSIER (for each one ofter first two)	1.00
TUITION, per semester hour in excess of 17 semester hours not including applied music and activity hours	30.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

Regulations Regarding Payment of Fees

All fees are charged for the academic year at the time of registration and in case of a student's registering for one semester only the semester fees would be charged.

No discount or scholarship award may be applied against the $100 initial payment.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

Financial Aid

Financial assistance is available at Queens College to enable students of ability to meet their financial needs. However, students with no financial need are eligible for some scholarships.

Students may receive three types of financial assistance at Queens: scholarships, loans, and tuition reductions. Scholarships are available to freshmen and upperclassmen and are based on financial need and academic merit. Those students who do not wish to apply for scholarships, or who may not qualify, may apply for student loans. Tuition reductions of $350 are granted, upon application, to students who are daughters of ministers who are members of the presbyteries in the synods of North Carolina and South Carolina.

In order to qualify for any type of financial assistance, the student must first be approved for admission to the college as a full-time degree candidate.

Scholarships

Scholarships vary in amount depending upon financial need, and all recipients perform some service to the college. Experience has proved that this is an important factor in the education of the student and gives her a sense of responsibility, self-reliance, and independence. Assignments for college service of from four to 12 hours a week are made in proportion to the amount of the award.

In making awards the Scholarship Committee considers:

The student's interest in attending college.

Academic ability.

Personality and character.

Financial need.

Scholarships are of two kinds:

I. College Scholarships (open to both freshmen and upperclassmen).

II. Honors Scholarships
Queens Scholarships (open to entering freshmen).
Dana Scholarships (open to upperclassmen).

COLLEGE SCHOLARSHIPS

College scholarships are available primarily to provide financial assistance to able and worthy students with academic ability and personal recommendations.

Grants of from $200 to $900 are awarded, depending upon the student's need as indicated, in part, by the Parents' Confidential Statement to the College Scholarship Service: resident students, $200 to $900; commuting students, $200 to $500.

Students whose demonstrated need exceeds the amount of the scholarship grant may apply for loans.

To apply for a college scholarship the applicant must first qualify as a full-time degree candidate at the college. To provide evidence of financial need the entering student submits a Queens College Scholarship application form to the admissions office and a Parents' Confidential Statement to the College Scholarship Service. These forms should be filed not later than February 15 of the year of expected entrance. The Queens Scholarship application form may be obtained from the admissions office at the college. The Parents' Confidential Statement may be obtained from the college admissions office, the applicant's high school counselor, or the College Scholarship Service.

The Scholarship Committee, in making an award, will review all of the student's credentials: the high school record, standardized test scores, personal recommendations, the Queens College Scholarship application, and the College Scholarship Service's evaluation of the Parents' Confidential Statement. All awards are made on an annual basis. Renewal of a scholarship is not automatic; the recipient must maintain a satisfactory academic average and remain in good standing at the college. The amount of subsequent awards is based on an analysis of the Parents' Confidential Statement submitted with the scholarship application.

A Queens student may apply for the renewal of a college scholarship grant or she may initiate a request for scholarship consideration. Awards are based upon academic achievement and financial need. The student must file the Queens Scholarship application and the Parents' Confidential Statement with the dean of the college before February 15. These forms may be obtained from the office of the dean of the college.

Married students are not eligible for scholarships.

HONORS SCHOLARSHIPS

Queens and Dana Scholarships are designed to honor truly outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor and special responsibility commensurate with their ability. The scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of their potentialities.

Queens Scholarships are awarded for the freshman year; Dana Scholarships are awarded for the sophomore, junior, and senior years.

There are special seminars for Queens and Dana Scholars. These seminars serve several purposes. They guarantee that each of the scholars will have the stimulation of at least one class composed solely of students of similar ability. Secondly, they are planned with the knowledge that superior students usually enter college with skills well developed, in communication for example; hence, the seminars will give the students opportunities to work at advanced levels and in individualized ways. One main task of the seminars—especially in the freshman year—is to help students develop methods of critical and imaginative analysis which will help them become self-directing. Finally, the faculty members are aware that the seminars may prove to be means for discovering educational methods which could be applied with value to the entire curriculum.

For one or more of her years as a Dana Scholar a student may, by her own request or on the advice of the Honors Committee, follow a project of independent investigation. She selects a topic of significance and personal interest, arranges with a faculty member whose academic specialty is appropriate to the project to direct her study, and—on the approval of the committee—pursues her study through the year. In a scholarly paper she reports the results of her study which are evaluated by the committee in consultation with her project advisor. The educational experience in the successful pursuit of such a project is itself an enduring reward for the competent and enterprising student. For selected seniors, the independent study project may be expanded to become an Honors project.

Holders of Queens and Dana Scholarships normally function as Scholar Assistants. This role and the relationships it entails are among the most important aspects of the scholarship program. This role is a means through which the scholar is enabled to render some regular return of service to the college, in amount of five hours per week. In no case would such service constitute earning the whole grant although one main reason for having the service provision is to give scholars an opportunity to share in providing for their own education. Every effort will be made to assign Queens and Dana Scholars as assistants to faculty in fields of their interest and to help them perform duties of direct academic import. For Scholars awarded a token financial grant, the service as Scholar Assistant is on a voluntary basis.

Queens Scholarships

Approximately 15 of the most outstanding applicants for first-year admission to the college are chosen for this program and are designated Queens Scholars. They are selected by a faculty committee on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a special seminar, taken in lieu of English composition, designed to help the student develop her capacity for scholarship in general college work.

Entering students who have excellent high school records, superior abilities, and outstanding character qualifications may become candidates for Queens Scholarships. Those students in need of financial assistance must submit the Queens Scholarship application form to the admissions office and the Parents' Confidential Statement to the College Scholarship Service. Awards of from $100 to $1,450 are made, according to the need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Outstanding students who do not need financial assistance are encouraged to apply. Token grants of $100 are made to those students selected who do not have financial need.

Each Queens Scholar will normally serve five hours a week as Scholar Assistant to a faculty member. The appointment will generally be made in the field of the student's interest.

Students whose demonstrated need exceeds $1,450 will be eligible for loans.

Dana Scholarships

Appointment as a Dana Scholar carries the recognition of superior achievement at the college level, as evidenced by a high cumulative quality point aver-

age and faculty evaluation of the student's performance. Personal qualifications and contributions to the life of the college community are also considered. Approximately 45 Dana Scholars are appointed by a faculty committee annually with 15 from each of the three upperclasses.

Dana Scholars either participate in a seminar or complete an approved project of independent study each year. Each seminar is directed by a faculty member, with visiting specialists invited to collaborate. The sophomore and junior seminars are in special subject matter fields—often interdisciplinary in character—with topics to suit the particular needs of the group involved. The senior seminar is concerned with the philosophy of the liberal arts. Seminars carry three semester hours credit each semester.

Each Dana Scholar normally serves five hours a week as Scholar Assistant to a faculty member. Service is similar to that of Queens Scholars but adapted to the increasing maturity and interest of the individual scholar.

Dana Scholars receive financial grants of from $100 to $1,450 according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Students having no financial need are eligible for appointment as Dana Scholars and receive the token minimal grant of $100 and participate in all phases of the program.

Students whose demonstrated need exceeds $1,450 are eligible for loans.

If the Dana Scholar maintains at least the minimal standards for participation in the program, it is expected that she will reapply for each subsequent year and will receive preferential consideration when the committee makes its selections.

Endowed Scholarships

One of the distinguishing features of the Queens College scholarship program is that effort is made to help establish relationships between donors and recipients of scholarships. Here as in all other aspects of the college, it is assumed that education is a matter of personal encounter; and it is considered highly desirable that the scholarship students have some acquaintance with those whose concern and generosity help them to attend college.

Therefore, it is the practice at Queens to give to a scholarship holder the name and address of the donor of her grant and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and to keep them informed regarding the progress of these students. It is the experience of the officers of the college that both parties in this relationship benefit by it.

Charles A. Dana has created at Queens a major upper-class scholarship program which bears his name. The following endowed scholarships have also been established by friends of the college:

The Susan Abernethy Memorial
The Katherine Cramer Angell
The Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Mary Henry Belk Memorial
The Dr. Andrew Blair
The Elizabeth Blair Memorial
The Dorothy Brown
The Sara Doll Burgess
The Samuel C. & Wilhelmina C. Byrd
The Mr. and Mrs. Martin L. Cannon
The Sallie McAlister Carson

The Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
The Pattie Morris Cole
The Mr. and Mrs. J. H. Cutter
The Salene Hutchison Dalton
The Dalton-Hutchison
The Dorsett-Johnson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The Frazer Foundation
The Peter S. Gilchrist
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The Betty Hutchinson
The C. E. Hutchison
The Susan Nye Hutchison
The Mr. and Mrs. J. B. Ivey
The Jerry Jernigan Memorial
The C. W. Johnston
The Emma Lilian Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Ettie Aydlett Minor
The Kathreen M. Minor
The W. T. Minor
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Mr. and Mrs. J. M. Oldham
The Mr. and Mrs. David Ovens
The Laura Janette Quattlebaum
The Eloise Rankin
The Abbie Tuttle Robinson
The Mr. and Mrs. Frank O. Sherrill
The Mr. and Mrs. J. Luther Snyder
The Loma Squires
The Mr. and Mrs. R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

REGULATIONS GOVERNING SCHOLARSHIPS

All scholarships are awarded annually by a faculty committee after application has been made by the student for initial or renewal appointment. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist as many as possible. All applicants each year should submit the appropriate scholarship application form which may be secured from the director of admissions or the dean of the college.

Queens College is a member of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

The entering student who wishes to apply for a scholarship should send a Parents' Confidential Statement regarding financial condition to the College Scholarship Service, which will then compute an estimate of the family's means and send this to the college. These application forms may be secured from The College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles 27, California; from the Admissions Office of Queens College; or from one's high school counselor or principal.

The new student should submit her scholarship application along with the application for admission—preferably not later than February 15. She should submit her Parents' Confidential Statement to the College Scholarship Service by February 1. Awards will be made after students have been accepted for admission.

The returning student should submit her application and her Parents' Confidential Statement of the College Scholarship Service by February 15 to the dean of the college (not to the College Scholarship Service itself).

A basic condition for appointment to any scholarship at Queens College is that the applicant shall have both ability and seriousness of purpose as evidenced by academic achievement. The condition for retaining a scholarship for the second semester of a year is that a student's academic achievement be commensurate with her ability, which will vary from student to student. The Scholarship Committee reserves the right to revoke an award if the academic work or conduct of the recipient is not satisfactory.

No resident student who holds a scholarship will be permitted to have the use of an automobile while in college. (Exceptions are *not* made for the period of practice teaching.)

If it is necessary for a student to withdraw during the year, the total grant is prorated to expenses incurred according to the regulations governing withdrawal.

Scholarships at Queens College will be awarded only to those students whose intention is to graduate from Queens, exception being made only when the recipient of a scholarship secures the permission of the dean of the college or the president.

Scholarship applications from transfer students will be considered only after action has been taken on scholarship applications of entering freshmen and returning upperclassmen.

After arrangements for the student's account have been made, any scholarship which is received by a student from sources other than Queens College may be deducted from the amount granted by the college, unless the college has been notified in advance of this additional scholarship.

REDUCTION OF TUITION: DAUGHTERS OF MINISTERS

A reduction of $350 in tuition is given a student whose father is a minister in a presbytery of the synods of North Carolina or South Carolina of the Presbyterian Church in the United States. The recipient must be classified as a full-time student. The reduction will be granted only on application to the dean of the college filed not later than 30 days prior to registration.

Loan Funds and Student Employment

Loans to students of Queens College to enable them to pay educational expenses are available from a number of funds, including the following:

The Albert Grady Harris
The Lily Long, U.D.C.
The Mackorell
The Panhellenic
The James T. Porter
The Queens College National Defense Student Loan Fund
The Signers Chapter of D.A.R.

The following are the principal conditions:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been regularly accepted for admission are eligible for loans to be received during their freshman year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students who meet one or both of the following conditions:

a. Are students with superior academic background who plan to teach in public elementary or secondary schools; or

b. Are students with superior capacity or proficiency in the sciences, mathematics, or a modern foreign language.

4. Students may borrow up to $1,000 per year or a total of $5,000 during their undergraduate academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Repayment of the loan normally will begin one year after the borrower stops being a full-time student and will take place in ten equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of the eleventh year after the student leaves an institution of higher education. However, the student may repay the loan more rapidly than this schedule indicates if she is able; alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangement providing for graduated periodic installment payments.

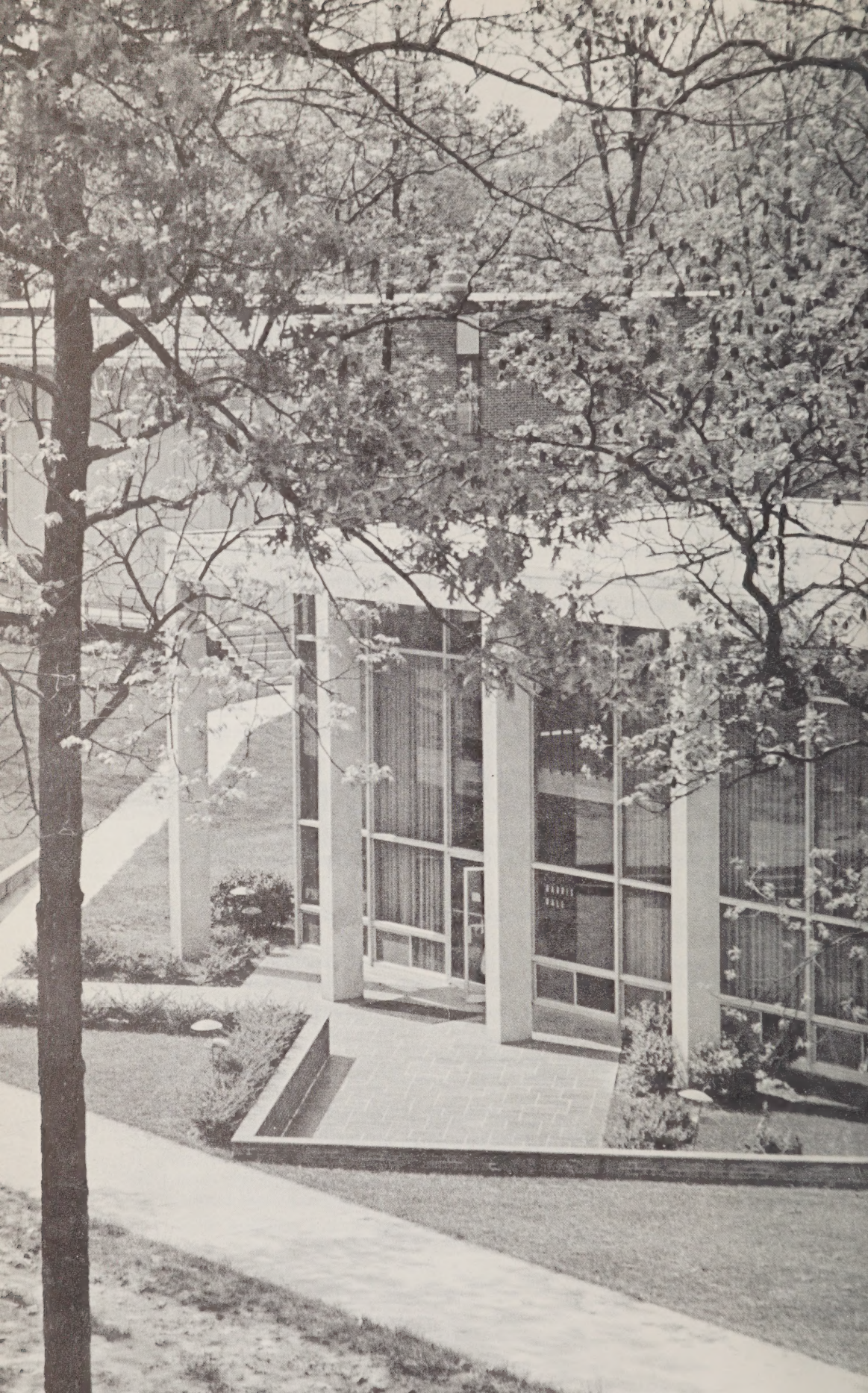
7. Interest at the rate of 3% starts with the first payment; that is, the money will have been loaned without interest during the years of study and for one year thereafter.

8. If the borrower dies or is disabled before the debt is paid, the total liability will be canceled.

9. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 1/10 per year of teaching.

10. Forms for use in applying for a loan are to be secured from the Office of the Dean of the College, Queens College, Charlotte, North Carolina, 28207.

Students will occasionally have opportunity for employment at the college during the school year. Applications for such employment should be addressed to the business manager.



Academic Program

The Curriculum

Queens College offers programs leading to three degrees:

The *bachelor of arts* with concentrations in art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, or Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification or can receive secretarial training.

The *bachelor of science* in nursing.

The *bachelor of music* in applied music (piano, organ, strings or voice), general music education (for teacher certification), or instrumental music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points and a specified program of activity hours, including the successful completion of the swimming requirement. The requirement is: a minimum of 120 semester hours with a cumulative quality point average of at least 1.0 and a specified program of activity hours. At least 42 semester hours shall be of 300 level or higher courses. Even though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree. Every degree candidate must complete two semesters at Queens College as a regular student. She must also complete the last 30 hours of her academic program at the college.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of activity hours.

I. BASIC REQUIREMENTS

This requirement, totaling 53 semester hours, represents a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. The requirement is the same for all students regardless of the degree program being followed—bachelor of arts, bachelor of science, or bachelor of music. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

Group 1	Semester Hours
English Composition	6
Bible	6
Group 2	
Selected from any of the following fields of study: biology, chemistry, mathematics, physics	11

Group 3	
Selected from at least three of the following fields of study: economics, history and political science, psychology, sociology	12
Group 4	
Selected from at least four of the following fields of study: art, foreign language, literature, music*, philosophy	18
Total	53

II. FIELD OF CONCENTRATION (Major Program)

Bachelor of Arts

This degree offers concentration in:

Art	Mathematics
Bible	Music
Biology	Philosophy
Chemistry	Psychology
Economics	Religion
Foreign Languages and Literatures	Russian Studies
French	Sociology
History	Spanish
Literature and English Composition	

By the end of the sophomore year each student will have decided upon a subject matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold—first, to give the student the opportunity to go far enough into a field to achieve something like a feeling of mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. It is conceivable that this study may begin prior to the junior year.

In this program no less than 30 semester hours shall constitute a major program and no more than 40 semester hours may be taken in one department. The major program will be planned by the student and her major advisor. Certain specific major requirements are stated under each department heading in the section of the catalogue marked *Courses of Instruction.*

Bachelor of Science: Nursing

The degree of bachelor of science will be granted upon the successful completion of two years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing, Charlotte, N. C., or any fully accredited school of nursing. A minimum of 42 semester hours in courses numbered 300 and above is required. Sixty semester hours and 60 quality points are assigned to the courses carried in the school of nursing; these constitute the field of concentration. Of these 60 semester hours, 30 shall be considered equivalent to 300-400 level courses.

*If applied music is taken to fulfill this requirement, at least three semesters in any one area will be necessary.

The pattern of residence in this five-year program is one year at the college, three years at the hospital, and the fifth year at the college; or three years at the hospital and the fourth and fifth years at the college. Admission to the Presbyterian Hospital School of Nursing is achieved by applying to that institution and meeting its admission requirements and standards.

Bachelor of Music

In the bachelor of music program the field of concentration consists of 67 hours in music under the applied music concentration; under the music education concentration at least 42 semester hours are in music and 24 are in education. Specific details of these requirements are given in the music department pages of the section marked *Courses of Instruction.*

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in nonmajor areas. They also afford a chance to study in fields which directly support her program of concentration.

Teacher Certificates

Training for the teacher certificate, either at the *elementary or the secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, student teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina or South Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

Secretarial Training

The secretarial training program is designed especially for women in view of the increasing variety of opportunities. The basic skill subjects of typing and shorthand are combined with an academic major to provide the preparation needed for entering into positions requiring office skills. As electives toward a degree in any academic major program, the student may take 12 semester hours in secretarial practice courses beyond beginning typing (which does not carry credit toward a degree). In addition, she may elect such courses in accounting and economics as she thinks would be of help to her in the business world. The program of electives for secretarial training may be taken during the first two years or spread throughout the four years. The selection of courses should be considered carefully by the student with the faculty advisor for secretarial training in order that the program may be directed toward the type of employment which is of interest to the student.

Medical Technology and Premedical Preparation

For many years Queens College offered a bachelor of science degree in medical technology in which the fourth year was spent in the laboratory of the Charlotte Memorial Hospital. This program was discontinued in 1961-1962 because many of the students who entered the program continued at the college for four years. By obtaining a biochemistry or biology major, students are not only better prepared for the study of medical technology, but they are prepared to consider other areas. Prospective students who are interested in medical technology or premedical preparation should write to the admissions office or to the chairman of the department of chemistry for material prepared for students interested in medical technology and related fields. These students should plan to take both chemistry and biology in the freshman year.

IV. ACTIVITY HOURS

This program is designed to develop appreciation, creativity, skills, and capacity for self-expression through sports, music, drama, writing, plastic arts, and sewing.

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a rating of satisfactory four activity hours.

In the Activity Hour program, Physical Education I and II are required of all freshmen. They are basic classes which include conditioning exercises; aquatics; team, individual, and dual sports; and dance activities. (As a part of the work in Physical Education I or II each student must demonstrate competence in swimming.)

The student is given an opportunity to develop understanding, appreciation, and attitudes towards physical education as a part of her total educational program. There is orientation in the history of physical education, trends of modern physical education, and in some of the basic principles of personal and community hygienic living.

Two additional activity hours are selected from Area I, Area II, or Area III.

Activity hours carry no grade other than satisfactory or unsatisfactory.

Activity hours are offered in the following areas:

Area I	Area II	Area III
Dancing	Choir	Art
Dolphin Club	Chorus	Creative Crafts
Golf	Instrumental Ensemble	Sewing
Horseback Riding	Piano Class	Typing
Physical Education I and II	Queens Players	
Swimming	String Class	
Tennis	Student Publications	
Understanding Sports		

Enrollment in Student Publications as an activity hour is limited to those students who do active work on the staffs of the college publications.

Students in the bachelor of science in nursing program must earn two activity hours at the college.

V. SUMMARY OF DEGREE REQUIREMENTS

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Activity Hours	College courses numbered 300 and above
Bachelor of Arts	53	30-40	27-37	4	42
Bachelor of Science Nursing	53	60 (school of nursing)	7	2	12*
Bachelor of Music	53	42-73**	0	4	42

* In addition to hospital work considered to be of advanced level.
** See Bachelor of Music, page 45.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Honor Council. If the student is found guilty, the council may recommend expulsion or suspension.

ORIENTATION

Prior to fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upper-class student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

During this period tests are given for the purpose of better advising the student in her academic program. Two days are devoted to conferences with faculty advisors who help the freshmen to plan their programs. A selected group of faculty members serves as freshman advisors.

ADVANCED STANDING AND ADVANCED PLACEMENT

Entering freshmen are given the opportunity of advanced standing without college credit. Evidence presented should indicate that the student has achieved, by course or independent study, the equivalent of the college work to be remitted. The evidence is derived from: secondary school recommendations and grades, specific recommendation from the secondary school on areas for possible advanced standing, College Entrance Examination Board scores, and placement tests given by the college.

A student may request advanced placement with college credit based on the completion of high school advanced placement courses and/or examination by the College Entrance Examination Board. An achievement score of 4 or 5, specific recommendation for college credit by the secondary school, and approval by the college department concerned are required before the request is considered.

Requests for advanced standing are made by the student. Upon evaluation of the request, the specific department concerned makes its recommendation.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day subjects the student to a fee of $15.00. No registrations are permitted after the second Friday following the beginning of classes.

Changes in registration are permitted prior to the second Friday following the first day of class meetings. Any change after this day is considered a *withdrawal.* For class changes there will be a fee of $1.00 for each class.

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college. (Academic hours do not include activity hours.)

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course following the first class after mid-term will be given a grade of F in the course. Prior to this time a grade of WP or WF will be given.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing — minus 1 quality point per semester hour

WP—withdrew passing — no effect on quality points

E—conditional failure given at the discretion of the instructor

This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following March; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.5 to return the second year

.8 to return the third year

.9 to return the fourth year

A quality point average is computed as follows: one semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point avearge for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.0 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

The faculty regulations for class attendance appear in detail in the *Student Handbook*. Students are expected to keep all academic appointments.

It is the responsibility of the instructor of each activity hour to determine when a student's absences become excessive and, therefore, render her work unsatisfactory.

All students are expected to attend two scheduled assemblies each week, one of which will be designated as a chapel service, and all scheduled convocations. Each student shall be allowed a maximum of seven chapel or assembly absences each semester.

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

SUMMER SCHOOL AND PROGRAM OF ADULT EDUCATION

A student who wishes to take courses in an accredited summer school or in the Department of Adult Education and to receive credit for them towards graduation must first secure the approval of her advisor and the dean of the college, both as to the courses to be taken and as to the institution to be attended. In no case will credit be allowed beyond that given by the institution conducting the summer school.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.0 or more the preceding semester are on the current list of eligibility to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

HANDBOOK

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook*.

Special Programs, Honors, and Awards

HONORS PROGRAM

The Honors Program is for the superior student. This program stimulates academic excellence by providing an opportunity for unusually able students to work for graduation with honors on the basis of both general educational attainment and performance on a project of independent study to be carried out during the senior year. It is designed to assist in the further development of the student's initiative, intellectual curiosity, and capacity for independent work.

The applicant for admission into the Honors Program must, in her junior year, submit a statement of a project acceptable to the Honors Committee. The project may be either inter-disciplinary or restricted to a single academic discipline. It is carried throughout the senior year, for six hours of academic credit. A faculty member appointed by the Honors Committee serves as special advisor for the project.

The candidate for graduation with honors under the Honors Program must successfully pass two examinations, one on her project and the other on her liberal education as a whole.

HONORS SCHOLARSHIPS

Queens and Dana Scholarship Programs

Students with high qualifications may be chosen as honor scholars each year and designated as Queens or Dana Scholars. These programs are designed to offer both educational enrichment to the alert mind and financial assistance to the student whose circumstances require it. Approximately fifteen students in each class at Queens are selected for the programs annually. While intellectual qualifications are the primary consideration, both Queens and Dana Scholars receive financial grants. The amounts vary from token grants of $100 for students having no financial need to $1,450 when the established need is higher. All recipients are either enrolled in the appropriate Dana or Queens Seminar or engaged in an approved project of individual study under the direction of a faculty member. The Scholar's program for the year, satisfactorily completed, earns six hours of academic credit, normally three in each semester. Each Queens and Dana Scholar is assigned as a Scholar Assistant to a faculty member for a maximum of five hours a week, in an association that is intended both to assist the faculty member and to offer the student an educationally enriching experience. Students apply annually, whether for initial admission to the program or for renewal of a scholarship award.

Further information regarding the Queens Scholar Program and the Dana Scholar Program is given on pages 35-41 under *Financial Aid*.

WASHINGTON SEMESTER

Through a cooperative arrangement with the American University, honor students are selected to spend a semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular

courses at the American University. Application should be made to the head of the department of history and political science or the dean of the college.

SUMMER STUDY-TRAVEL PROGRAM

Queens College offers, during the summer period, a program of study and travel in Europe. This program is developed through arrangements with the Institute of European Studies. Students who will participate in the program attend a series of informal seminars during the second semester of the college year in preparation for the summer study.

At the beginning of the summer, a three to four week guided tour of selected cities in Europe, with lectures by European professors, provides background for the period of formal study.

The formal course work with college credit taken in the Institute of European Studies at the University of Vienna, Vienna, Austria, continues for five to six weeks. The particular courses offered are selected from areas in music, art, foreign languages, history, and philosophy and are announced early in the college year. Students are not permitted to take more than six semester hours credit during the summer program.

Following the period of study each student is allowed one to two weeks of independent travel in Europe.

The cost is approximately $1,400. Inquiries regarding the program should be addressed to Dr. Edward W. Pohlman, Queens College.

HONORARY ORGANIZATIONS

Orb and Sceptre is an honorary leadership organization which was founded at Queens College in January of 1961. It recognizes those students who have shown sensitivity and concern in the college community.

Sigma Mu is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

Valkyrie is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

Sigma Upsilon is a national honorary literary fraternity, founded in 1906. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

Delta Omicron, international music fraternity for women, was established at Queens College in May, 1959. The national organization was founded in 1909 at the Cincinnati Conservatory of Music. Membership is open to students doing major or minor work in music, to music faculty, to professional musicians, and to concert artists. Scholarship of high quality is requisite to membership.

SPECIAL HONORS

Dean's List

Students maintaining high scholarship averages are named on this list. They must carry *at least* 15 semester hours and achieve not less than three A's and two B's. When the course load is 18 semester hours, the student must achieve not less than four A's and two B's. Students who are doing student teaching and carrying 14 semester hours must have the equivalent of three A's and one B in academic subjects. The dean of the college will review the records of students carrying a number of courses giving less than three semester hours credit.

Commencement Marshals

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Graduation with Honors

The titles of *summa cum laude, magna cum laude,* and *cum laude* shall be awarded by the administration after consultation with the Honors Committee.

AWARDS

Algernon Sydney Sullivan Award

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to men.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

Alpha Chi Omega Award

The local chapter of Alpha Chi Omega offers a medallion for the best short story submitted by a member of the student body.

Alpha Delta Pi Award in Mathematics

The local chapter of Alpha Delta Pi makes an award to the senior who has made the highest average in mathematics.

Alpha Gamma Delta Art Award

The local chapter of Alpha Gamma Delta offers an annual award to a student excelling in a particular area of art.

American Guild of Performing Artists Membership

A membership in this society is awarded to a student who shows unusual promise as a performing artist.

Gordon Keith Chalmers Personal Library Award

This award is made by an anonymous donor to honor Gordon Keith Chalmers, distinguished teacher, literary figure, and educator. The $25.00 award is made to the student whose personal library is judged the best in quality and significance. A faculty committee judges the libraries.

The Chi Omega Social Science Award

The Theta Gamma Chapter of Chi Omega offers each year an award of $10.00 to the student with the highest average in sociology, history, or economics.

Coronet Award

An award is made to the member of the staff of the annual who has made the most significant contribution to the work of the staff.

The Creative Writing Cup

To give concrete recognition to those who show determined effort at creative writing for the college magazine, the student body gives a cup.

The Stuart D. Currie Award

The Stuart D. Currie Award is presented to the senior who has made the most distinctive contribution in the field of Bible and religion.

The Delta Omicron Award

The local chapter of Delta Omicron offers an emblem to a member to recognize outstanding musical service to the fraternity, the school, and the community.

Intersorority Basketball Cup

The Theta Gamma Chapter of Chi Omega offers a silver cup each year to the sorority winning the intersorority basketball tournament.

The Jernigan Journalistic Award

The Jernigan Journalistic Award is given in recognition of outstanding work to a member of the *logos* staff.

Kappa Delta Science Award

The local chapter of Kappa Delta awards $10.00 to the senior with the highest grade in chemistry or biology (first choice) or mathematics (second).

Charlotte Panhellenic Award

The Panhellenic Congress of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

The Queens College Panhellenic Scholarship Cup

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest average in scholarship.

Recreation Association Awards

Trophies are awarded to the classes which win the interclass competitions and to the student who is considered the best-all-around athlete.

Sigma Mu Awards

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

Sigma Upsilon Award

The Cakes and Ale chapter of Sigma Upsilon offers an award of $10.00 to a member of the freshman class for excellence in writing.

Courses of Instruction

Courses are listed by departments. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to lower classes are also open to upper classes unless stated otherwise. First semester courses are usually given odd numbers and second semester courses are usually given even numbers. A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the instructor and the dean of the college.

Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.

Seminars for Queens and Dana Scholars*

Students admitted to the program as Queens or Dana Scholars earn academic credit by participating in a seminar, or by pursuing an approved project of independent study under the direction of a faculty member. The Honors Committee of the faculty is responsible for planning and administering the Queens and Dana Scholarship Programs, as well as the Honors Program for seniors. The committee selects students for admission to the program, considers applications for seminar participation and for independent study projects, and evaluates the performance of those engaged in independent study under the program. Seminars continue throughout the year, carrying three hours of credit each semester. Each seminar is directed by a member of the faculty, who may on occasion invite visiting specialists to take part. Projects of independent study earn six hours of academic credit during the year, normally divided into three for each semester.

Queens Scholars Seminar for Freshmen

The main aim of this course is to prepare the students for effective independent study as a basis for their continuing education during and after college. The emphasis will be upon helping them develop a high level of competence in dealing with ideas. The course will meet the requirement of six semester hours of English composition.

Dana Scholars Seminars for Sophomores and Juniors

The purpose of these seminars is to give students the opportunity to investigate a particular subject area thoroughly and with a high degree of individual initiative. The topics will vary from year to year. Work in this course will meet basic requirements in either Group 3 or Group 4, as shown in the section on the curriculum.

*Qualifications for appointment as a Queens or Dana Scholar are given on pages 36-38 of this catalogue.

Dana Scholars Seminar for Seniors

The topic of this seminar will be the philosophy of liberal arts education. The function of it is to offer students a particular opportunity to arrive at some synoptic appreciation of the meaning of their college careers. Work in this course will meet basic requirements in either Group 3 or Group 4.

ART

Professor George A. Shealy; Associate Professor Moose; Assistant Professor Gebhardt; Mr. Stuntzner.

Concentration: Art 100, 205, 206, 211, 212, 331, 332, and at least nine additional hours from art courses numbered 300 and above, as approved by the major advisor.

100. Introduction to Art. (3)

An introduction to the visual arts, with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to painting, sculpture, and architecture.

203. Drawing I. (3)

Drawing from still life, figure, and landscape in charcoal, pen and ink, wash, watercolor, and various other media.

Six hours studio a week.
Not offered in 1964-1965.

204. Drawing II. (3)

Advanced figure and landscape work with special emphasis on the inventive and imaginative use of various graphic media.

Six hours studio a week.
Not offered in 1964-1965.

205, 206. Art Structure. (3, 3)

A basic course in the fundamentals of art; drawing, composition, two and three dimensional design. The student is required to work in a number of graphic media throughout the course.

Six hours studio a week.
Prerequisite: Art 100; Art 205 for Art 206.

211. Ancient and Medieval Art. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.

Prerequisite: Art 100.

212. Renaissance Art to the Present Time. (3)

A study of architecture, sculpture, and painting from the Renaissance to the art schools of Europe and America.

Prerequisite: Art 100.

213. Methods in Art Education. (3)

A study of the creative growth of children, and the development of creative activities in the field of art for elementary school children.

223. Ceramics. (3)

A basic course in the use, forming, and glazing of clay with emphasis on form, proportion, and ornament.

Six hours studio a week.

300. Principles of Art Education. (2)

The course offers an exploration of the historical and contemporary approaches to the field of art education and extensive opportunity to observe classroom teaching of art in the local schools.

Not offered in 1964-1965.

302. Painting. (3)

A course in fundamentals using figure, landscape, and still life as subject matter.

Six hours studio a week.

307. Design in Architecture and Furniture. (3)

A study of architecture, the great periods of furniture design, and allied crafts as a background for contemporary design problems.

Not offered in 1964-1965.

308. Interior Design. (3)

Problems in the creative treatment of interior space and the designing of furniture. Includes drawing of plans and scaling of interiors and furnishings.

Not offered in 1964-1965.

314. Sculpture. (3)

Fundamental studies in the creative organization of space, volume, and mass. Emphasis is placed on the problems of modeling in clay, casting, and direct carving. Analysis of great sculpture of all ages.

Six hours studio a week.
Prerequisite: Art 205, 206.

315. Advanced Sculpture. (3)

Individual problems in clay, wood, and other media.

Six hours studio a week.
Prerequisite: Art 314.

324. Pottery. (3)

Advanced studies in the forming of clay, the use of the potter's wheel and decorative glazes. Examination of pottery in relation to industry.

Six hours studio a week.
Prerequisite: Art 223.

331, 332. Design and Composition. (3, 3)

Advanced studies in two and three dimensional design and pictorial composition. Special emphasis on studies in form, value, and color carried out in a variety of media.

Six hours studio a week.
Prerequisite: Art 205, 206; Art 331 for Art 332.

400. The History of Painting Since 1850. (3)

A study of the various schools of painting from 1850 to the present day.

Not offered in 1964-1965.

401, 402. Advanced Painting. (3, 3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression. The student may work in any painting medium and technique.

Six hours studio a week.
Prerequisite: Art 205, 206, 302.

422. Costume Design. (3)

A study of the principles of design as related to dress, with practice in drawing from the model, in designing costumes, and drawing for advertisements.

Not offered in 1964-1965.

423. Art in Publication and Advertising. (3)

Basic layout design, use of type and lettering, and the preparation of material for various kinds of reproduction.

Six hours studio a week.
Prerequisite: Art 321, 322.

450. Problems in Art. (3)

Students who have displayed unusual talent and scholarship may take advanced work in some specialized phase of art.

BIBLE AND RELIGION

Professor Wright, Associate Professor Taylor, Assistant Professor Zeluff.

Concentration: Both patterns of concentration include basic study of the whole Bible, *either* in the four-semester sequence 101, 102, 301, 411 *or* in the year course 321, 322. (If in the latter case 101, 102 is also taken, it will count toward the major.) Further requirements are as follows.

Concentration A, a general program. Work in the Bible as stated above; 304, 342; Philosophy 303; plus departmental courses numbered 300 and above to total 30 hours. Within this total up to six hours may be from: History 306, 311, 312, 407; Literature 310: Greek Drama; Music 316; philosophy numbered 200 and above; Sociology 313.

CONCENTRATION B, emphasizing Christian Education training. Work in the Bible as stated above; 315, 316, 331, 332, 431, 432; plus departmental courses numbered 300 and above to total 33 hours. Within this total up to six hours may be from: Music 315, 316, 317; philosophy numbered 200 and above.

Students concentrating in the department can work out an approved training program to qualify for certification as Associates in Christian Education. The courses in Christian Education have been planned in consultation with the Board of Christian Education of the Presbyterian Church in the United States.

BASIC REQUIREMENT: The basic requirement in Bible may be met by successful completion of any two of the courses marked with an asterisk (*) in the list following. Unless there are unusual circumstances, a continuous year of work consisting of a semester of Old Testament followed by a semester of New Testament should be taken.

*101. THE HEXATEUCH. (3)

Introduction to the nature of the Biblical writings and to methods of Bible study. Readings in Genesis through Joshua, tracing the formation of Israel, its covenant concept, laws and worship.

Not open to seniors.

*102. THE SYNOPTIC GOSPELS. (3)

The background and life of Jesus as shown in the Gospels of Matthew, Mark and Luke.

Not open to seniors.
Prerequisite: Bible and Religion 101 is recommended.

*212. THE EARLY CHRISTIAN MOVEMENT. (3)

A study of the life and thought of the early Christians as set forth in Acts and the Gospel of John.

Alternate years; offered 1964-1965.

*301. PROPHETIC RELIGION. (3)

A study of selected Hebrew prophets, stressing their background, message and relevance for their own time and for today.

Alternate years; offered 1965-1966.

[Philosophy 303. ORIENTAL PHILOSOPHY. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.]

304. Religions of the Near East and West. (3)

Historical and contemporary study of Judaism, Islam, Communism and Western humanisms. The situation of the Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religions.

*312. Devotional and Wisdom Literature of Israel. (3)

A study of the Psalms, Proverbs, Ecclesiastes, and Job. Emphasis on background, form, message, and significance for ancient Israel and for today.

Alternate years; offered 1965-1966.

315, 316. History of Christianity. (3, 3)

A historical survey of Christian life and thought, in their interaction with changing cultural contexts. First semester, ancient to medieval; second semester, Reformation to modern.

Prerequisite: One year of Bible, or History 101-102; also 315 is prerequisite to 316.

*321. A Survey of the Old Testament. (3)

General introduction to the history, literature and religion of the Old Testament.

*322. A Survey of the New Testament. (3)

General introduction to the history, literature and religion of the New Testament.

Prerequisite: Bible and Religion 321 is recommended.

331. Introduction to Christian Education. (3)

Introduction to the church's ministry of education with emphasis on the nature and mission of the church, the Biblical and theological basis of Christian education, and the theory and history of curriculum.

332. Principles of Religious Growth of Children and Youth. (3)

A study of the characteristics and needs of children and youth; consideration of the principles and methods of guiding them in their Christian growth. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Bible and Religion 331.
Alternates with Bible and Religion 431; offered 1965-1966.

Note: 331, 332 are designed not only for professional preparation, but also for any student who wishes to understand better what it means to be a church member.

342. Modern Christianity. (3)

Intensive reading and discussion of selected works by a variety of contemporary theologians. As background there is a brief survey from the Reformation to the nineteenth century, tracing the main trends leading into the modern period. See Bible and Religion 344.

Not open to freshmen and sophomores.
Offered first semester.

344. Christian Ethics. (3)

An exploration of the foundations of Christian moral theory and action, with constant reference to specific moral problems in present-day individual and social life. Combined with 342, this course provides a survey of current theological discussion of Christian faith and practice in the light of modern problems.

Prerequisite: One semester of New Testament.

*411. The Writings of Paul. (3)

A study of Paul's life and thought against the background of first century Judaism and Hellenism.

Alternate years; offered 1964-1965.

431. Principles of Adult Christian Education. (3)

A study of the adult's responsibility in the teaching ministry of the church, with particular emphasis on the nature of man and his present needs as well as various methods of adult education. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Bible and Religion 331.
Alternates with Bible and Religion 332; offered 1964-1965, second semester.

432. Christian Worship. (3)

Introduction to the history, the theology and the elements of worship; particular attention to the place of worship in Christian education.

Alternate years, during first semester; offered 1964-1965.

Note: 431, 432 are designed not only for professional preparation, but also for any student who wishes to understand better what it means to be a church member.

BIOLOGY

Professor Fehon; Professor Nooe; Assistant Professor Marsh.

Concentration: Biology 201, 202, 300, 304, 410, and 12 semester hours from biology courses numbered 300 and above. Majors are required to take Chemistry 101, 102, and Mathematics 101 or 102 or 105. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute up to four semester hours of Education 442 for biology electives. Majors are advised to take Physics 101, 102.

100. Plant Biology. (4)

An introduction to the fundamentals of botany; survey of the plant kingdom; study of the organization and activities of plants with emphasis on higher plants.

Three hours lecture and three hours laboratory a week.

105. Animal Biology. (4)

An introduction to the principles of zoology; origin of life; molecular biology; structure and physiology of vertebrates including man; heredity and evolution.

Three hours lecture and three hours laboratory a week.

201. Invertebrate Zoology. (4)

Comparative physiology; systematics and evolution; structure and natural history of selected types.

Three hours lecture and three hours laboratory a week.
Prerequisite: Biology 105.

202. Vertebrate Morphogenesis. (4)

Structure and evolution of vertebrates; introduction to embryology; comparative anatomy of selected organ systems.

Two hours lecture and six hours laboratory a week.
Prerequisite: Biology 105.
Offered 1964-1965.

300. Cell Biology. (4)

Modern concepts of cell structure and physiology; laboratory exercises in cell physiology; use of modern research instruments.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 101, 102; Biology 100, 105.

304. Advance Botany. (4)

A study of plant anatomy, physiology, development and classification; principles of taxonomy and a consideration of ecological problems and their relationship to conservation.

Three hours lecture and three hours laboratory a week.
Prerequisite: Biology 100.
Offered 1965-1966.

306. Microbiology. (4)

Survey of microorganisms; the bacterial cell; bacterial metabolism; microbial ecology; identification of bacteria; reports and independent studies of selected topics.

Three hours lecture and three hours laboratory a week.
Prerequisite: Biology 100, 105; Chemistry 101, 102.
Offered 1965-1966.

310. Marine Biology. (4)

Survey of marine science: introduction to marine ecology; identification and classification of local fauna and flora.

Four weeks, summer session only, at Pawleys Island, S. C.
Prerequisite: Biology 201.

402. Genetics. (3 or 4)

The principles of heredity and variation in plants and animals.

Three hours lecture a week. Three hours laboratory optional with permission of the instructor.

Prerequisite: Biology 100, 105; Mathematics 101 or 102 or 105 or Psychology 305.

405. Marine Ecology. (4)

Reading and study of the literature of marine ecology; research methods; independent studies and reports.

Four weeks, summer session only, at Pawleys Island, S. C.
Prerequisite: Biology 310.

410. History of Biology. (3)

A study of the history of biology with emphasis on current trends of thought.

Three hours lecture a week.
Prerequisite: Permission of the instructor.

450 a, b. Independent Studies in Biology. (3, 3)

Research projects in the area of the student's interest; written report and oral examination required; summer research in marine biology.

Prerequisite: Permission of the instructor.

CHEMISTRY

Professor McEwen; Professor Lewis.

Concentration in Chemistry: Chemistry 101, 102, 205-206, 305, 306, 401, 402, 403, and 404 or 450; mathematics through integral calculus; and Physics 101, 102; German or Russian is advised.

Concentration in Biochemistry: Chemistry 101, 102, 205-206, 305, 403, 404, and four hours chemistry elective; Biology 100, 105, 306, and 12 hours biology electives; Mathematics 101, 102; Physics 101, 102.

Chemistry 101 and Chemistry 102 are prerequisite to all other chemistry courses.

101. General Chemistry I. (4)

An introduction to chemistry including the structure of the atom, radioactivity, periodic relationships of the elements, chemical bonding, and the descriptive chemistry of selected elements and compounds. Chemistry 101 laboratory work emphasizes laboratory techniques and quantitative relationships.

Three hours lecture and three hours laboratory a week.

102. General Chemistry II. (4)

A continuation of introductory topics in chemistry with greater emphasis upon quantitative relationships, including equilibrium kinetics, and stoichiometry. Chemistry 102 laboratory work includes an introduction to volumetric analysis and qualitative analysis.

Three hours lecture and three hours laboratory a week.

205-206. Organic Chemistry. (4-4)

An introductory course in organic chemistry which includes an integrated study of the more important compounds of the aliphatic and aromatic series. Emphasis is placed on problems in organic synthesis. The laboratory work involves an introduction to organic qualitative analysis and emphasizes procedures and preparations.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 101 and Chemistry 102.

305. Quantitative Analysis. (4)

Chemical principles and analytical techniques of volumetric and gravimetric analysis are studied. Proficiency in the use of three types of analytical balances is required. The volumetric part of the course involves study of neutralization, precipitation, and oxidation-reduction reactions. The gravimetric part of the course involves study of the principles of precipitation.

Three hours lecture and four hours laboratory a week.
Prerequisite: Chemistry 101 and Chemistry 102; Chemistry 205-206 is prerequisite or corequisite.

306. Quantitative Analysis. (4)

A second course in quantitative analysis which includes a study of colorimetry, spectrophotometry, electrodeposition, potentiometric titration, ion exchange, and chromatographic separations.

Three hours lecture and four hours laboratory a week.
Prerequisite: Chemistry 305.

401. Physical Chemistry. (4)

A study of the principles governing chemical reactions, the physical properties of reactants and products, and the effect of physical changes on reactions. Includes a study of gases, liquids, solids, thermodynamics, and solutions. The laboratory work consists of the design and conduct of experiments to provide possible solutions to particular problems.

Three hours lecture and three hours laboratory a week.
Prerequisite: Mathematics through Calculus II; Chemistry 101, 102, 205-206, and 305.

402. Physical Chemsitry. (4)

Builds on the material covered in Chemistry 401 and includes equilibrium studies, conductance, electromotive force, kinetics, colloids, quantum theory, and nuclear chemistry.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 401.

403. Biochemistry. (4)

Review of certain chemical principles dealing with solutions with emphasis on pH. Study of the chemistry of carbohydrates, lipids, proteins, and nucleoproteins. Laboratory work is quantitative in nature.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 101, 102, 205-206, and 305.

404. Biochemistry. (4)

Emphasis is on enzymes and on metabolism. Laboratory work is quantitative in nature and introduces the student to modern biochemical methods.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 403.

450. Directed Individual Studies. (2, 3, or 4)

Open to advanced students by permission of the instructor.

ECONOMICS

Visiting Assistant Professor Brewer.

Concentration: Economics 203, 204, 401, 402, 412, and 15 semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history and political science, sociology, psychology, and geography; but no more than six semester hours from any one of these fields will usually be credited to the major program.

101. American Economic Development. (3)

A study of economic development in North America since 1492.

Open to freshmen only.

203. Principles of Economics I. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to large groups, showing particularly the place which government holds in the system.

204. Principles of Economics II. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to small groups, showing particularly the organization of production and exchange, and the role of prices.

301. Money and Banking. (3)

A study of money, credit, and banking.

302. International Trade and Finance. (3)

A study of the theoretical and practical aspects of foreign trade and finance.

305. Personal and Family Economics. (3)

A study of the management of personal and family financial affairs.

Open to juniors and seniors only.

313. Labor Economics. (3)

A study of the evolution of industrial development and labor organization, labor legislation, labor-management relations, and effects of collective bargaining.

401. Economic Theory. (3)

An intermediate examination of the theory of price and income distribution.

Prerequisite: Economics 203 and 204 or equivalent.

402. Seminar on Economic Problems. (3)

This seminar will deal with various topics depending upon the interests of the student and instructor.

Open to economics majors and others with permission of the instructor.

412. History of Economic Thought. (3)

A study of the evolution of economic doctrines, relevant circumstances, and significant contributors.

426. Comparative Economic Systems. (3)

An objective examination of the ways in which productive resources are allocated, production of goods and services organized, and products are distributed among individuals under such differing economic systems as capitalism, socialism, communism, fascism, and their variants.

Prerequisite: Economics 203, 204.

Offered Only in the Department of Adult Education

207, 208. Introductory Accounting. (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises; and the application of these principles through actual laboratory practice.

Prerequisite: Economics 207 or equivalent is prerequisite to 208.

303, 304. Intermediate Accounting. (3, 3)

An expansion and elaboration of principles presented in Introductory Accounting, with emphasis on analysis and solutions of original problems.

307, 308. Cost Accounting. (3, 3)

Emphasis is on cost accounting as a management tool for attaining the profit objective of business operations; a study of job-order, process, and standard cost-finding systems; accounting for labor, material, and manufacturing expense; distribution costs and cost reports that pertain to management.

349, 350. Management Development. (3, 3)

This course is designed to fit the needs of the first-line supervisor and the middle-management person. Its purpose is to improve the performance of such persons and to prepare them to advance within these jobs. The basic function of the course is to teach the student to manage a unit, a section, or a department within a business or industrial firm.

Prerequisite: Economics 203, 204 or equivalent.

407, 408. Advanced Accounting. (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements.

EDUCATION

Associate Professor Medlin; Assistant Professor Smith.

202. Educational Psychology. (3)

A study of those psychological principles of particular importance in educational practices. This includes the role of readiness; the development and role of emotions; motivation; reactions to frustration; the assessment of abilities and personality; the role and characteristics of psychological tests. The basic principles of learning and their application to the classroom are emphasized.

Prerequisite: Psychology 201.

305. Children's Literature. (3)

Course activities include: surveying the reading interests of children from ages 2 to 14; finding ways of bringing children and good books together; learning the uses to which children put their reading.

332. Principles of Elementary Education. (3)

A course designed for students beginning work in elementary education. Emphasis is placed on purposes, organization, and administration of the elementary schools and foundations of American education.

341. Philosophy of Education. (3)

A course to assist students in developing and clarifying their philosophy of education through a study of historical, philosophical, and social foundations and current issues.

342. Principles of Secondary Education. (3)

A study of principles of secondary education; an analysis of curriculum patterns, school organization, and methods of instruction in terms of principles of secondary education.

350. Teaching of Reading. (3)

An understanding of the principles, practices, and procedures underlying sound reading instruction at all grade levels, including learning to read, diagnostic procedures, and remedial techniques.

Offered only in the Summer Session or the Department of Adult Education.

352. Creativity in the Classroom. (3)

A study of creativity in the classroom with focus on the final products of creative endeavor, identifying creative characteristics in children, and the study of an ideal environment for creative behavior. The course will deal with the problem of bridging the gap between research findings and educational practice in the area of creativity.

Offered only in the Summer Session or the Department of Adult Education.

354. Current Issues in Education. (3)

A study of interesting contemporary writings in educational criticism, current problems, and philosophy. Opportunity is given for wide reading experience and for developing areas of special interest.

Offered only in the Summer Session or the Department of Adult Education.

401. Language Arts in the Elementary School. (3)

Presents theoretical and practical approaches to the problems of instruction in the language arts involving reading, spelling, handwriting, speaking, and listening. Course is to help beginning teachers understand the trends of teaching the various aspects of the language arts and to provide specific suggestions useful in classroom practice.

402. Methods and Materials of Instruction in the Elementary School (3)

Course includes brief historical background of elementary education to bring into proper focus and perspective issues now facing an elementary teacher. Specific curricular areas are studied including goals, objectives, and detailed analysis of methods and materials used in an elementary school.

411. Principles, Practices, and Procedures in Health Education for the Elementary Grades. (3)

A study of those factors involved in organizing and administering a good health program in the elementary schools.

412. Principles, Practices, and Procedures in Physical Education for the Elementary Grades. (3)

Activities of the course include defining principles of physical education, practice in applying principles to the work of the elementary school teacher, and consideration of the integration of physical education into the entire program of the elementary school.

442. Directed Teaching and Methods in Secondary Schools. (8)

Course activities include an eight week period of observation and student teaching in selected secondary schools and weekly class meetings for the study of methods of instruction and resource materials in the teaching fields. Admission to the course is by recommendation of the director of student teaching and the major department.

Additional fee for student teaching: $40.00.

444. Observation and Student Teaching in the Elementary Grades. (6)

An eight week period of observation and student teaching in selected elementary schools. Admission to the course is by recommendation of the director of student teaching and the major department.

Additional fee for student teaching: $40.00.

450. Individual Studies in Education. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated.

Admission by permission of the instructor.
Prerequisite: Classroom teaching experience.

FOREIGN LANGUAGES AND LITERATURES

Concentration: Thirty semester hours of which 18 in a first language and six in a second language shall be selected from courses numbered 300 and above. Admission to any course numbered 200 or above as well as the selection of the first and a second language must be approved by the head of the department.
Note: Students offering two high school units of a foreign language in fulfillment of college entrance requirements will not receive college credit for 100 level courses in that foreign language.

FRENCH

Assistant Professor Richardson; Assistant Professor Hostettler; Miss Davis.

Concentration: Thirty semester hours of French or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from French courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. Elementary French. (3-3)

Presentation of the basic structure of the language. First semester emphasis will be on the spoken language. Second semester the use of the written language for communication and comprehension will be included. Language laboratory facilities will be used for classwork and preparation of assignments.

Class meets five days each week.

201-202. Intermediate French. (3-3)

Review of the basic structure of the language in both oral and written forms, and introduction of more complex materials. First semester the emphasis is on the use of the oral language, centered around area study material. Second semester the emphasis is on the use of the written language through selected readings in literature. Facilities of the language laboratory will be used for classwork and preparation of assignments.

Prerequisite: French 101-102 or equivalent.

221. French Cultural Studies. (3)

A review of the French cultural scene with readings in various fields of arts and humanities together with training in conversation and composition.

222. Introduction to French Literary Forms. (3)

A first course in French literature designed to familiarize the student with French poetry, drama, and prose of the modern period.

313. Important Prose Works of French Literature. (3)

Major literary works from various periods of French literature chosen for their value as contributions to world literature. (Class conducted in English. Selected materials will be read in the original. Reports will be in French.)

Prerequisite: French 201-202, 221, 222 or equivalent.

Note: Students may elect to take this course as Literature 313 Studies in a National Literature. Readings will be done in translation and written reports in English. Prerequisite: Literature 203, 204, 205 (any two).

315. Contemporary French Prose. (3)

Study of important prose writing of the contemporary period.

Prerequisite: French 201-202 or equivalent; 221, 222.

316. Contemporary French Drama and Poetry. (3)

Study of works of leading poets and playwrights of twentieth-century France.

Prerequisite: French 201-202 or equivalent; 221, 222.

321. French Conversation. (3)

Training in speaking and in comprehension of the spoken language using material based on daily life situations. Facilities of the language laboratory will be used in preparation of material.

Prerequisite: French 201-202 or equivalent.

322. Advanced French Conversation. (3)

Advanced training and practice in the use of the spoken language with conversations, discussions, and reports based on more complex material. Facilities of the language laboratory will be used in the preparation of material.

Prerequisite: French 321 or equivalent.

332. Poetry and Drama of the Modern Period. (3)

Study of the development of poetry and dramatic literature of the period with emphasis on the 19th and 20th centuries.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1964-1965.

441. French Literature of the Medieval and Renaissance Periods. (3)

A study of the significant works and literary movements from the *Chanson de Roland* to the literature of the 17th century.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1965-1966.

442. French Literature of the 17th Century. (3)

A study of significant works and authors of the Classical Period with emphasis on the theatre of Corneille, Racine, and Moliére.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1965-1966.

451. Advanced Composition, Grammar, and Conversation. (3)

Designed chiefly for prospective teachers of French. Analysis of the structure and phonetics of the French language. Practice on composition, oral and written. Practice in the preparation and presentation of material using modern techniques of foreign language instruction.

452. Directed Readings in French Literature. (3)

The student will do intensive reading and study in one area of French literature. Designed to give the student training in a more thorough study of an author or restricted area of literature than is possible in courses of wider content.

Admission is by permission of the instructor.

GERMAN

Professor Weiant; Assistant Professor Hostettler.

Concentration: Thirty semester hours of German or related courses, as approved by the major advisor; of which 24 semester hours must be from German courses 200 and above and six semester hours to be selected from the following courses: History 309, 310; Literature and English Composition 321 or 322; Philosophy 302; or courses approved by the major advisor.

101-102. Elementary German. (3-3)

Development of aural comprehension, speaking, reading, and writing idiomatic German.

Four hours class, one hour laboratory.

201-202. Intermediate German. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; reading of selected lyrics, short stories, and plays.

Prerequisite: German 101-102.

313. Important Works in German Literature. (3)

Major literary works from the classical, romantic, naturalistic, and realistic periods of German literature will be chosen primarily for their autonomous value. (Class conducted in English. Selected materials will be read in the original. Reports will be in German.)

Prerequisite: German 201-202 or equivalent.

Note: Students may elect to take this course as Literature 313 Studies in a National Literature. Readings will be done in translation and written reports in English. Prerequisite: Literature 203, 204, 205 (any two).

314. German Literature of the 19th and 20th Centuries. (3)

Intensive study of selected works from the romantic period to contemporary German literature. Conducted in German.

Prerequisite: German 201-202; 313.

321-322. Advanced German Conversation and Composition. (3-3)

Advanced training and practice in the use of idiomatic German. Discussions and reports based on German, Swiss, and Austrian customs, folklore, and "Kulturgeschichte."

Prerequisite: German 201-202 or equivalent.

401. Special Studies in German Literature. (3)

A one semester study of a topic of special interest in German literature treated as readings and/or seminar.

RUSSIAN

Professor Weiant.

Concentration, Russian Studies: Russian 101-102, 201-202, 301, 302, 313; History 317 and 318; Composition 321 or 322; Literature 312 or 313 (when subject matter deals with Russian literature); and nine hours of study above the 300 level, as approved by the major advisor, in departments where the student has developed important collateral interests.

101-102. Elementary Russian. (3-3)

Presentation of the basic structures of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate Russian. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Russian 101-102 or equivalent.

301. Introduction to Russian Literature. (3)

Selected readings in Russian prose fiction, drama, and poetry from Pushkin to Pasternak. Course work includes writing of reports, discussion, and reading. Most of classwork will be conducted in Russian, and recordings of outstanding dramatic selections will be heard in the original.

Prerequisite: Russian 201-202 or equivalent.

302. Conversational Russian. (3)

Practical training in speaking Russian, with content emphasis on contemporary life. Materials such as Russian language newspapers and radio broadcasts in Russian will be used in addition to basic text. This course will be conducted entirely in Russian.

Prerequisite: Russian 201-202 or equivalent.

313. Masterpieces of Russian Literature. (3)

Major literary works of the 19th century, the Silver Age, and the Soviet period. (Class conducted in English. Selected materials will be read in the original. Most of the written reports will be in Russian.)

Prerequisite: Russian 201-202 or equivalent.

Note: Students may elect to take this course as Literature 313 Studies in a National Literature. Readings will be done in translation and written reports in English.
Prerequisite: Literature 203, 204, 205 (any two).

SPANISH

Assistant Professor Kirby.

Concentration: Thirty semester hours of Spanish or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from Spanish courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. Elementary Spanish. (3-3)

Presentation of the basic structure of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate Spanish. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Spanish 101-102 or equivalent.

301, 302. Study of Hispanic Literature. (3, 3)

Introduction to Spanish and Spanish American literatures through wide and extensive reading of important works in Spanish; the second part of the study will give more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: Spanish 201-202 or its equivalent; Spanish 301 for 302.

315. Nineteenth Century Drama. (3)

Study of the romantic period, thesis play, satire or social customs, and the *genero chico*. Course will include readings from outstanding authors. Recordings of selected plays will be heard in the original. Class to be conducted in Spanish.

Prerequisite: Spanish 301, 302.

316. Nineteenth Century Novel. (3)

A study of the outstanding Spanish authors of regional novels and short stories. Selections will be read and discussed. Class to be conducted in Spanish.

Prerequisite: Spanish 301, 302.

321, 322. Spanish Conversation. (3, 3)

Spanish linguistics with advanced training in speaking, report making, and comprehension. The content emphasis is on Latin American area study with practice conversations based on daily life situations.

One regular classroom period each week will be conducted in the language laboratory.
Prerequisite: Spanish 201-202 or equivalent; Spanish 321 for 322.

402. Contemporary Spanish Literature. (3)

Literature and ideas of 20th century Spain, from the "Generation of 1898" to the present.

Prerequisite: Spanish 301, 302.

421. Spanish Literature of the Golden Age. (3)

Literary background of the Golden Age; reading of representative masterpieces in the short novel and the drama, with emphasis on Cervantes and Lope de Vega.

Prerequisite: Spanish 301, 302.

431, 432. Readings in Spanish American Literature. (3, 3)

Chronological development of Spanish American literature; readings which reflect the history, the culture, and the social and literary trends of the nations concerned.

452. Special Studies in Spanish Literature. (3)

A one semester study of a topic of special interest in Spanish literature, treated as a readings and/or seminar course.

Admission by permisson of the instructor.

GEOGRAPHY

201. Principles of Geography (3)

This course deals with geographic factors that relate human adjustment to natural environment.

202. Economic and Regional Geography. (3)

This course is concerned with the distribution of the world's basic resources, their utilization, and their influence upon the mode of life of peoples of different regions.

Note: When students intend to take both courses 201 and 202, they are advised to take 201 first.

205. Fundamentals of Geography. (3)

Study of the earth's surface and man's response to his physical environment with some emphasis on reading and interpreting maps and globes.

Not offered 1964-1965.

HISTORY AND POLITICAL SCIENCE

Professor Preyer; Associate Professor Henderson; Assistant Professor Dealy; Assistant Professor Looney.

Concentration in History: History 101-102 and at least 24 semester hours in other history courses. Up to six semester hours in political science courses may count toward the history major.

Concentration in History-Political Science: Thirty semester hours consisting of five courses in both history and political science or six courses in history and four courses in political science. Students interested in the latter concentration should note the description of the Washington Semester Program, page 52.

101-102. History of Civilization. (3-3)

The chief purpose of this course is to provide students with the historical background for a comprehensive view of their own social order.

203. The United States to 1865. (3)

The rise of an American tradition, the establishment of a nation in a war-torn world, the development of the economy, expansion, sectional controversy.

204. The United States Since 1865. (3)

Reconstruction; the passing of the frontier; the nationalizing of business; the Populist and Progressive movements; war and normalcy; the great depression and the New Deal; the end of isolation and life in the Cold War era.

301, 302. English History. (3, 3)

A study of the social, economic, and political growth of the nation with emphasis on the development of parliamentary government, the Empire, and the Commonwealth of Nations.

Prerequisite: History 101-102.
Offered 1965-1966.

303. Individuals and Generations in History. (3)

A biographical approach to the study of American history which will examine the impact of historical forces upon the attitudes and actions of different generations.

Prerequisite: History 203-204.

304. History of the Far East. (3)

A study of the civilizations of the Oriental peoples, the importance of the Far East in the modern world, and the relationships between the Oriental nations and the Western World.

Prerequisite: History 101-102.
Offered 1965-1966.

306. Medieval History. (3)

The political confusion after the destruction of the Roman Empire, feudalism, the church, the onslaught of Islam, and social and economic institutions to the Renaissance.

Prerequisite: History 101-102.

307. Latin American History. (3)

A study of the historical background of Latin American institutions with emphasis upon 20th century developments and problems.

Prerequisite: History 101-102.
Offered 1964-1965.

309. Europe in the Age of Liberalism and Nationalism (1815-1870). (3)

The impact of the industrial revolution; the growth of liberalism, socialism, and romanticism; and the triumph of nationalism.

Prerequisite: History 101-102.
Offered 1965-1966.

310. Europe in the Age of Imperialism (1870-1918). (3)

European colonization and domination of the world; Darwinism, realism, and Marxian socialism; the alliance system and the outbreak of World War I.

Prerequisite: History 101-102.
Offered 1965-1966.

311. Greek History and Civilization. (3)

A survey of Greek history and civilization with special emphasis being given to its literature, art, and philosophy.

Offered 1964-1965.

312. Roman History and Civilization. (3)

A survey of Roman history and civilization with special emphasis being given to its literature, art, and philosophy. The spread of Christianity within the Roman world will be studied.

Offered 1964-1965.

317. History of Russia. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.

Prerequisite: History 101-102.

318. History of the Union of Soviet Socialist Republics. (3)

A detailed study of the USSR and its role in world affairs with particular emphasis on the organization and activities of the Communist Party, development of Soviet economic and governmental institutions, and the composition of Soviet society.

Prerequisite: History 317.
Offered 1964-1965.

403. Europe Since the First World War. (3)

The Treaty of Versailles, Europe in revolution, the Second World War and its aftermath.

Prerequisite: History 101-102.

405. Main Currents in Southern History. (3)

The concept of "The South"; settlement and racial mixture; the 18th century Tobacco and Rice South; the 19th century Cotton South; war and reconstruction; economic and social trends in the New South; Southern politics; the Negro; the South and the nation today.

Prerequisite: History 203, 204.

406. The United States in the 20th Century. (3)

The Twenties, depression and recovery, the problems of domestic and international responsibility in contemporary American society.

Prerequisite: History 204.

407. The Renaissance and Reformation. (3)

A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.

Prerequisite: History 101-102.

490. History Seminar. (3)

Discussion and analysis of generalizations and theories of history through reference to historical events.

Open to juniors and seniors with permission of the instructor.

Political Science

201. American Government. (3)

American political institutions and practices. Emphasis is placed on the evolution of the Constitution, Executive-Legislative relationships, Congressional procedures, and the problems of state and city governments. Case studies will illustrate the actual workings of the system in recent years.

307. Political Philosophies and Ideologies. (3)

A survey of attitudes toward the theories of government. The first half of the course will be a survey of political thought from Plato to Marx. The latter half will be devoted to a study of Democracy, Fascism, Socialism, and Communism in the 20th century.

Offered 1964-1965.

308. Parties and Politics. (3)

Political behavior as expressed in election campaigns, membership in political organizations, voting, and attitudes toward government. Emphasis on the relationship between society and political institutions and practices, the party system, and the problems of candidates.

Offered 1964-1965.

401. Comparative Government. (3)

The politics and development of governmental practices in England, France, West Germany, the Soviet Union, and in pre-industrial nations. Includes study of democratic and totalitarian theory and practice, problems of continuity and change, succession, control, and popular support.

Offered 1965-1966.

402. International Relations. (3)

Methods of diplomacy in recent times, including the study of geography, population, ideology, propaganda, aid, trade, alliances, guerrilla and conventional warfare, neutralism, and others. Emphasis will be on the Cold War.

HOME ECONOMICS

Assistant Professor Dunlap.

105. Clothing: Selection, Construction, and Management. (3)

Study in selection, quality and content of fabrics, up to date methods of construction, budgeting of funds used in purchase of clothing.

Two hours lecture, three hours laboratory a week.

106. Foods: Meal Planning and Service. (3)

Function of feeding the family, purchasing, preparing, serving nutritional meals; table appointments, types of service.

Two hours lecture, three hours laboratory a week.

208. Textiles: Related to Consumer Buying. (3)

Construction, content, quality, care, serviceability of textile fabrics as related to personal and household use.

209. Elementary Nutrition. (3)

Study of the nutrition requirements in relation to the needs of the human body.

309. Clothing: Design and Construction. (3)

Specific problems in relation to design and construction of clothing.

Two hours lecture, three hours laboratory a week.

400. Home Management. (3)

Aesthetic, economical, and utilitarian purposes of a home; study of home planning and furnishing, budgeting, use of equipment.

Non-resident; three hours lecture a week.

LITERATURE AND ENGLISH COMPOSITION

Professor Monroe; Associate Professor Albright; Associate Professor Chalmers; Associate Professor Lovell; Associate Professor Newman; Assistant Professor Hadley; Assistant Professor Miscally; Miss Frix.

Composition

101-102. English Writing and Reading. (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and critical insight. The emphasis is mainly upon exposition.

305. An Introduction to Journalistic Writing. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. News Writing and Editing. (3)

A continuation of Composition 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: Composition 305.

307. Advanced Composition. (3)

A study of the principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

321. Studies in Language. (3)

A course intended to give the student a general view of language and some intensive work in one area of language study, such as the following: history of language, history of grammar, lexicography, language and culture, dialects and language variations, semantics, and language theory.

The class will be conducted as a seminar in which students will be expected to do independent study in a selected area and make reports to the class.

322. Studies in Linguistics. (3)

A study of the main tenets of structural linguistics, with some attention to the relation between linguistic theories and older theories about language.

Literature

Concentration: At least six semester hours from Literature 203, 204, and 205; 421-422; and at least 18 additional semester hours from literature courses numbered 300 and above, as approved by the major advisor.

Prerequisite for all literature courses numbered 300 or above: six semester hours from Literature 203, 204, 205.

201, 202. Masters of British Literature. (3, 3)

A study of representative works of the recognized masters of English poetry and prose, from the beginnings to the present day. In the first semester, from the Anglo-Saxon period through the 17th century; in the second semester, the 18th, 19th, and 20th centuries.

Elective courses; not credited toward a major in literature. Literature 201 is prerequisite to 202.

203. The Nature of Prose Fiction. (3)

A course designed to prepare students for perceptive reading of prose fiction by enabling them to see what it is as literature. The reading will consist mainly of selected short stories and novels.

Offered both semesters.

204. The Nature of Poetry. (3)

A course designed to prepare students for perceptive reading of poetry by enabling them to see what it is as literature. The reading will consist mainly of selected poetry chosen to illustrate important characteristics of poetry. The poetry studied will be almost exclusively the work of recognized British and American writers.

Offered both semesters.

205. The Nature of Drama. (3)

A course designed to prepare students for perceptive reading of drama by enabling them to see what it is as literature. The reading will consist mainly of selected plays chosen to illustrate important characteristics of drama.

Offered both semesters.

308. Literary Composition. (3)

Practice in writing and in criticism of the essay, short story, and poem, in view of a final piece of sustained, related work, for students with interest in and aptitude for composition.

Permission of the instructor required.

309. Studies in Literary Forms. (3)

Intensive explorations of the nature and the evolution of a selected literary form. Examples of forms to be treated are the novel, the sonnet, the ode, and the dramatic monologue.

A subtitle will be used to indicate the form to be studied each time the course is offered. May be taken more than once with different subtitles.
Fall 1964-1965: The Novel.

310. Studies in Literary Movements and Attitudes. (3)

Study of a group of literary works that can profitably be considered together as representative of a particular movement, point of view, or attitude—a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

A subtitle will be used to indicate the body of material to be studied each time the course is offered. May be taken more than once with different subtitles.
Fall 1964-1965: Greek Dramatic Literature.
Spring 1964-1965: Modern British Poetry.

311. Studies in Literature and History. (3)

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or closely related series of events in intellectual history upon subsequent literary works.

A subtitle will be used to indicate the subject to be dealt with each time the course is offered. May be taken more than once with different subtitles.
Spring 1964-1965: Existentialism and Literature.

312. Studies in Individual Authors. (3)

Consideration of a significant and coherent portion of the work of a single author.

A subtitle will be used to indicate the author used each time the course is offered. May be taken more than once with different subtitles.
Fall 1964-1965: Shakespeare.
Spring 1964-1965: Chaucer.

313. Studies in a National Literature. (3)

Consideration of some significant portion of the literature of one nation.

A subtitle will be used to indicate the particular nation considered each time the course is offered. May be taken more than once with different subtitles.
Fall 1964-1965: (a) American Literature.
Fall 1964-1965: (b) German Literature.
Spring 1964-1965: (a) French Literature.
Spring 1964-1965: (b) Russian Literature.

314. Comedy. (3)

A critical study of selected comedies, from Aristophanes to the present.

Offered 1965-1966.

315. Tragedy. (3)

A critical study of selected tragedies from Aeschylus to the present.

Offered 1964-1965.

316. Satire. (3)

A study of the nature of satiric writing in various forms and of the special demands that satiric works make upon a reader. The works of Swift, Dryden, and Pope will be central to the course.

Offered 1964-1965.

317. Literary Criticism. (3)

An approach—through readings of critical theory and through student practice on actual literary work—to a method of literary evaluation.

Offered 1964-1965.

318. Myth and Symbol in Literature. (3)

A study of the basis of literature in symbol and its relation to myth; some attention will also be given to the structure of implication inherent in literature.

Offered 1965-1966.

411. Readings on a Theme or Character Type. (3)

An intensive exploration of a group of works chosen because of their emphasis upon a particular problem, theme, or type of character.

A subtitle will be used to indicate the theme or character-type used each time the course is offered. May be taken more than once with different subtitles.

421-422. The Literature of England. (3-3)

A seminar course for seniors, in which each student will be expected to fill in gaps in her knowledge of British literature, come to understand the place of the major figures in the history of the literature, and develop some understanding of the trends and movements from Beowulf to the present.

450. Directed Study. (2, 3, or 4)

Open to advanced students by permission of the instructor.

MATHEMATICS

Professor Hoyle; Associate Professor Jenkins; Associate Professor Oates.

Concentration: Mathematics 102, 201, 202, 301, 302, 401, and 12 semester hours selected from Mathematics 204, 303, 304, 405, 406, and 450 as approved by the major advisor.

101. An Introduction to Mathematical Analysis I. (3)

Equations, inequalities, and graphs; algebraic, trigonometric, and exponential functions.

Designed especially for students who lack a satisfactory background in college algebra and trigonometry.

102. An Introduction to Mathematical Analysis II. (3)

A coordinate presentation of loci, using the calculus, the straight line, circle, parabola, ellipse, and hyperbola, together with an introduction to the calculus as applied to algebraic functions.

Prerequisite: Mathematics 101 or its equivalent.

103. Mathematics of Finance. (3)

A study of mathematical principles in modern business.

105. An Introduction to the Principles of Modern Mathematics. (3)

An elementary axiomatic development of the real number system; a study of the fundamental concepts which underlie the structure of numbers and the operations with numbers in arithmetic and algebra.

201, 202. Calculus I and II. (3, 3)

Differentiation and integration of algebraic and transcendental functions with applications.

Prerequisite: Mathematics 102 or its equivalent.

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Plane Geo. I & II

204. Plane and Solid Analytic Geometry. (3)

A continuation of topics in plane analytic geometry, followed by a presentation of curves and surfaces in space.

Prerequisite: Mathematics 102 or its equivalent.
Alternate years; offered 1964-1965.

301. Calculus III. (3)

A continuation of topics in the calculus including multiple integrals, series, expansion of functions, hyperbolic functions, and partial differentiation with applications.

Prerequisite: Mathematics 202.

302. Differential Equations. (3)

A presentation of the principal methods of solving ordinary and partial differential equations.

Prerequisite: Mathematics 301.

303. Advanced College Algebra. (3)

A second course in college algebra; a study of such topics as complex numbers, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

Prerequisite: Mathematics 202.
Alternate years; offered 1964-1965.

304. College Geometry. (3)

A study of plane and solid demonstrative geometry. This course is designed especially for students preparing to teach.

Alternate years; offered 1964-1965.

306. Statistical Methods. (3)

An elementary study of statistical methods as applied to business and social sciences.

401. An Introduction to Modern Algebra. (3)

A presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics.

Prerequisite: Mathematics 202.

405, 406. Statistical Inference I and II. (3, 3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 202.
Alternate years; offered 1965-1966.

450. Mathematics Seminar. (3)

A seminar course in advanced phases of mathematics.

Open to senior mathematics majors with permission of the instructor.
Prerequisite: Mathematics 302.
Offered when there is sufficient demand.

MUSIC

Professor Stegner; Associate Professor May; Associate Professor Morrison; Assistant Professor Drinkall; Assistant Professor Eagle; Assistant Professor Hargett; Assistant Professor Judkins; Assistant Professor Keyes; Assistant Professor Lammers; Miss Noel.

Concentration in Music under Bachelor of Arts Degree: Forty semester hours in music including Music 101-102, 111-112, 205, four years of ensemble work* and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above. An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned.

The following courses are suggested for particular emphasis in the following fields:

1. Sacred Music: Music 306, 307, 315, 316, 317, 415, and three additional hours in applied music.
2. Applied Music: Music 306, 308, and nine additional hours in applied music. At the end of the sophomore year a qualifying examination will be given in the applied area.
3. History and Literature: Music 306, 307, 308, 310, 407, and three additional hours in applied music.
4. Theory: Music 306, 310, 409, 450 in the field of composition, and three additional hours in applied music.

*See end of Music section for footnotes.

The following courses are required for particular emphasis in the following field:

Music Education: Music 206, 310, 321-322, 415, 416; and although no more than 40 hours in music may be counted towards the 120 for graduation, enough additional work must be taken in applied music to fulfill the requirements of both a major and a minor performance area. (See music bulletin for musical and technical standards in performance areas.)

The Bachelor of Music Degree: An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned. Also required are Music 101-102, 111-112, 205, 206, four years of ensemble work, and the following:

1. In Applied Music. Forty-five additional hours in music apportioned as follows: 16 hours in a chosen instrument, half-recital in junior year, Music 400, 411, two to four hours in history and literature, and nine to 15 additional hours in theory. At the end of the sophomore year a qualifying examination will be given in the applied area.
2. In Music Education. Music 310, 321-322, 415, 416, three additional hours in history and literature, and enough additional work in applied music to fulfill the requirements of both a major and a minor performance area. (See music bulletin for musical and technical standards in performance areas.)

100. Introduction to Music. (3)

A course designed to equip the student for intelligent music listening.
Closed to music majors; elective for all other students.

101-102. Theory of Music. (3-3)

Introduction to the elements of music; exercises in sightsinging, rhythmic, harmonic, and melodic dictation; written and keyboard harmony.
Three hours class, one laboratory period.

111-112. Introduction to the History and Literature of Music. (3-3)

A basic course for the music student emphasizing the broad aspects of music in Western civilization from approximately 500 B. C. to the present.

205, 206. Advanced Theory of Music. (3, 3)

Melodic, rhythmic, and harmonic dictation; sightsinging in the various clefs; written and keyboard harmony; basic techniques of composition.
Three hours class, one laboratory period.

230. Music Methods for Elementary Teachers. (3)

A study of theory, ear training, sightsinging, and methods of teaching music in elementary schools. Designed for students desiring the elementary teacher certificate.
Closed to music majors; elective for all other students.
Prerequisite: Music 100 or permission of instructor.

306. Counterpoint. (3)

Basic contrapuntal technique is acquired through exercises in various rhythmic ratios. The student becomes acquainted with the outstanding forms of 18th century contrapuntal music and is provided the knowledge and practice in writing in these forms.
Offered 1965-1966.

307. Music Literature from 1450 to 1750. (3)

A study of the choral and instrumental literature of the Ars Nova to the Monodic Revolution, followed by a study of the rise of opera, oratorio, orchestral and keyboard music, etc., during the Baroque Era.
Offered 1965-1966.

308. Music Literature from 1750 to 1900. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the 19th century.

310. Form and Analysis. (3)

A study of basic musical forms through stylistic and critical analysis of various musical compositions with particular emphasis on basic contrapuntal procedures.

315. Music Literature for the Congregation and the Choir. (3)

Examination of hymns, anthems, motets, responses, service settings, and choral music from all periods with particular reference to use in Christian worship. Emphasis will be directed toward preparing a strong program for those who expect to be engaged in any phase of church music.

Open to all students.

316. Christian Liturgies and Their Music. (3)

A course to acquaint the student with the liturgical heritage of the Christian church. Attention will be given to the historical development of liturgical practices and music in their relation to Protestant worship and usage.

Open to all students.

317. The Organ in the Church Service. (3)

A comprehensive study of playing the organ for the various services of the church with instruction in hymn playing, anthem playing, modulation, improvisation, and appropriate service music to be used during the church year.

Open to all students.
Offered 1965-1966.

321-322. Methods for Public School Music Teachers. (3-3)

Theories and techniques involved in teaching music in elementary and secondary schools. This course includes participation in string ensemble and individual instruction in wood winds, brass, and percussion.

Three hours class, one laboratory period.

400. Senior Recital. (1)

The preparation and performance of a full public solo recital in the major instrument.

407. Music Literature of the 20th Century. (3)

Analysis of 20th century composing techniques as found in the compositions of Schoenberg, Hindemith, Stravinsky, etc.

409. Orchestration. (3)

A study of modern orchestral instruments, with practice in instrumental scoring.

411. Piano Pedagogy. (3)

Analysis of fundamental requirements and examination of available material for students in all age groups from pre-school through college. Discussions of such problems as common deficiencies, practicing, recitals, studio management, interpretation, style, and memorizing.

Alternate years; offered 1964-1965.

415. Choral Conducting and Arranging. (3)

A discipline of basic conducting techniques and choral arranging applied to the specific task of producing music with a choir.

Prerequisite: At least one year of choir or chorus experience.

416. Instrumental Conducting and Arranging. (3)

A course in orchestral conducting technique and score reading; laboratory experience in conducting; practice in the fundamentals of orchestration.

450. Advanced Studies in Music. (3)

Students, approved by the music faculty, having displayed unusual interest and scholarship in some specific phase of music, may pursue this interest under the guidance of an appointed faculty member.

151, 152; 251, 252; 351, 352; 451, 452. Applied Music for Non-Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is required. See fee schedule page 33.

153, 154; 253, 254; 353, 354; 453, 454. Applied Music for Non-Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is required. See fee schedule page 33.

161, 162; 261, 262; 361, 362; 461, 462. Applied Music for Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is required. See fee schedule page 33.

163, 164; 263, 264; 363, 364; 463, 464. Applied Music for Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is required. See fee schedule page 33.

CHOIR. (1 A.H. or 1 S.H.)*

Admission by audition only. Repertoire includes *a cappella* works from the 15th century through the contemporary period.

INSTRUMENTAL ENSEMBLE. (1 A.H. or 1 S.H.)*

Work in chamber groups: accompanying, sonatas, trios, quartets, beginning orchestra and/or Queens Chamber orchestra. By audition only.

CHORUS. (1 A.H. or 1 S.H.)*

This choral organization is for singers of average ability.

PIANO CLASS. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of piano playing. Elective for students with no previous training.

STRING CLASS. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of string playing.

*One Activity Hour or one semester hour is gained each semester, but registration must be for an entire year. Semester hours thus gained may not be counted towards the 40 hour music concentration or the 120 hours required for graduation under the A.B. program in music.

NURSING EDUCATION

Miss White.

401. WARD TEACHING AND SUPERVISION. (3 or 6)

A study of the theory and practice of ward teaching and supervision as applied to situations within a nursing school. Students may enroll for theory without the practice.

Three hours lecture, nine hours laboratory a week. Three semester hours credit for lectures without laboratory.

PHILOSOPHY

Professor Beidler.

CONCENTRATION: Philosophy 102, 203 or 204, 301, 302, 303, and nine hours from other philosophy courses. In addition six hours of pertinent course work from other departments is to be chosen by the student in consultation with the major advisor.

NOTE: Education 341, Literature 318, and other courses approved by consultation with the head of the philosophy department, Mathematics 401, Psychology 401, 403, and Sociology 449 may be credited towards the major in philosophy.

102. Readings in Philosophy. (3)

An organized discussion of the writings of the great philosophers. This will include the works of Plato, Aristotle, Descartes, Hume, and selected modern and oriental philosophers. The emphasis is upon critical and sympathetic reading to assist the student to develop her "own philosophy."

203. Systems of Philosophy. (3)

An introduction to philosophy through a study of the perennial questions of philosophy and the various systems of philosophy that have tried to answer these questions. The purpose of this course is twofold. The first goal is to introduce the student to the literature and modern modes of thought in philosophy; secondly, as a result of this systematic study, the student is led to appreciate some of the problems modern man faces and to seek for some of the possible solutions to these problems.

204. Philosophy of Religion. (3)

A constructive and sympathetic investigation into the bases for the major religious issues. It is the intent of this course to lead the student to a carefully reasoned understanding of such basic religious beliefs as the nature of man, good and evil, free will and determinism, immortality, and the nature of God. In this study the student is introduced to philosophy through religion.

205. Elementary Logic. (3)

A study of the elements of deductive and inductive reasoning with emphasis upon applications to problems of the formal structure of language and also a consideration of the scientific method. The orientation of the course is toward modern symbolic forms against the background of traditional logic. The course will include a study of language forms and use, syllogisms, hypothetical and other types of arguments, as well as the scientific method and methods of reflective thinking.

301. History of Western Philosophy:
Part I. Ancient and Early Medieval. (3)

The problems of philosophy are treated historically with a focus on the great ideas that have shaped the course of Western thought. The development of these ideas in the writings of some of the great philosophers is traced. The first part of the course treats the history of ideas from their beginnings in the Pre-Socratics and carries their development up to the late medieval movements towards humanism.

302. History of Western Philosophy:
Part II. Late Medieval and Modern. (3)

A continuation of Philosophy 301, this course begins with Peter Abelard and includes the ideas that have shaped the modern cultures up to the 19th century.

Prerequisite: Philosophy 301.

303. Oriental Philosophy. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.

[Religion 304. Religions of the Near East and West. (3)

Historical and contemporary study of Judaism, Islam, Communism, and Western humanisms. The situation of the Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religions.]

403. Special Studies in Philosophy. (3)

A one semester study of a topic of special interest in philosophy treated as readings and/or seminar. Following are some of the topics which will be of particular interest:

Symbolic Logic.
Ethics.
Contemporary Philosophy.
American Philosophy.
Indian Philosophy.

PHYSICAL EDUCATION

Mrs. Magher; Mrs. Green; Miss Pharr.

The department offers the following classes for one Activity Hour credit each:

Physical Education Activity I

Badminton
Basketball
Bowling—(Fee $13.00)
Conditioning Exercises
Deck Tennis
Swimming

Physical Education Activity II

Bowling—(Fee $13.00)
Dancing
Golf
Swimming
Tennis
Volleyball

The department offers classes for Activity Hour credit in the following areas:

Bowling—(Fee $13.00).

Dance—modern, folk, and social.

Dolphin Club—one activity hour credit will be assigned for a year's participation in the Dolphin Club; membership is based upon try-out.

Golf—(Fee, transportation to and from Carolina Golf Course).

Horseback Riding—(Fee $60.00).

Swimming—beginners, advanced beginners, intermediate, synchronized, senior life saving, water safety instructors.

Tennis—beginning and intermediate.

Classes in Senior Life Saving and Water Safety Instruction are open only to students who can present the requisite skill in swimming.

PHYSICS

Associate Professor Oates.

CONCENTRATION: Physics 101, 102 or equivalent, 201, 202, 320, 321, 420, 421, and 15 semester hours of physics courses numbered 300 or above. Majors are required to take Mathematics 102, 201, 202, and 301. Mathematics 302 and Chemistry 101, 102 are recommended.

101, 102. General Physics. (4, 4)

A beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics; applications and illustrations of the general principles.

Three hours lecture, three hours laboratory a week.
Prerequisite: Elementary algebra and plane geometry. Physics 101 prerequisite to Physics 102.

201, 202. Modern Physics. (3, 3)

A study of some of the more recent developments in physics, including such topics as atomic and nuclear structure, the quantum theory, solid state physics, and relativity. Emphasis will be placed on the mathematical techniques used in the treatment of these topics.

Prerequisite: Physics 102 or equivalent. Mathematics 201, 202 is prerequisite or corequisite.

301. Optics. (3)

A treatment of the optical properties of electromagnetic radiation, with particular attention being given to the properties of visible light.

Prerequisite: Physics 202 or permission of the instructor.

305. Mechanics. (3)

An introduction by means of the calculus and vectors to the formulation and use of the principles of classical mechanics. Some of the topics included are particle dynamics, free and forced harmonic motion, conservative forces, and conservation of energy and momentum.

Prerequisite: Physics 202 or permission of the instructor.

310, 311. Electricity and Magnetism. (3, 3)

Static electric and magnetic potentials and fields; conductors; dielectric and magnetic media; solutions of Laplace's and Poisson's equations; varying fields; Maxwell's equations.

Prerequisite: Physics 202. Mathematics 301 is prerequisite or corequisite.

320, 321. Advanced Physics Laboratory. (1, 1)

Measurements in mechanics, electricity, heat, optics, and atomic and nuclear physics, in accordance with the needs of the student.

Three hours laboratory a week.
Corequisite: A physics course numbered 300 or above.

401, 402. Atomic and Nuclear Physics. (3, 3)

A survey of topics in atomic and nuclear physics, including atomic phenomena, radioactivity, elementary particles, and nuclear interactions.

Prerequisite: Physics 202. Mathematics 301 and Physics 310, 311 are prerequisite or corequisite.

405. Heat and Thermodynamics. (3)

Generalization of the concepts of work, heat, and energy; the First and Second Laws of Thermodynamics; derivation of thermodynamic relationships; phase changes.

Prerequisite: Physics 202 and Mathematics 301.

420, 421. Advanced Physics Laboratory. (1, 1)

The student will conduct independently experiments relating to the various disciplines of physics.

This course is open only to senior physics majors.
Three hours laboratory a week.
Corequisite: A physics course numbered 300 or above.

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Babb; Associate Professor Mullen; Assistant Professor Daugherty.

Concentration: Psychology 201-202, 305, 306, 401, and at least 15 additional hours in the department, as approved by the major advisor. Majors are required to take Biology 105 and Philosophy 203.

PREREQUISITES: Psychology 201-202 is prerequisite to all courses in the department with the following exception: Psychology 201-Education 202 can be substituted as the prerequisite for Psychology 307. This exception would apply to persons working for teacher certification.

201-202. GENERAL PSYCHOLOGY. (3-3)

A survey of the general field of psychology with emphasis upon the methods and results of scientific investigation of human behavior. The first semester includes the study of experimental method, physiological bases of psychology, maturation, sensation, perception and attention, emotion, and learning. The second semester includes the study of motivation, individual differences, measurement, personality, social processes and attitudes. This sequence is for all persons electing psychology who are not working for teacher certification.

Three hours lecture and one hour laboratory a week.

201-ED. 202. GENERAL PSYCHOLOGY-EDUCATIONAL PSYCHOLOGY. (3-3)

A course designed for the student who is working for teacher certification. The first semester is identical to that of the Psychology 201-202 sequence. The second semester, Education 202, considers the same subject areas as does Psychology 202, as well as that of learning. Important in the study of these areas is the application of psychological principles to educational situations.

302. APPLIED PSYCHOLOGY. (3)

A survey of the principles of psychology which are applicable to the problems of business, industry, and the professions.

Offered only in the Department of Adult Education.

303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction and group processes; consideration of the measurement of social attitudes and public opinion.

304. ABNORMAL PSYCHOLOGY. (3)

A study of behavior pathology as seen in normal, neurotic, and psychotic individuals. The approach is descriptive, with emphasis on case studies and methods of treatment.

305. STATISTICAL METHODS IN PSYCHOLOGY. (3)

An elementary study of the statistical methods used in psychological research, including a consideration of both descriptive and inferential statistics.

306. EXPERIMENTAL METHODS IN PSYCHOLOGY. (3)

A study of the methods used in conducting psychological research. Principles, techniques, and apparatus appropriate to research are studied through a series of experiments.

Prerequisite: Psychology 305.

307. Developmental Psychology. (3)

The study of childhood and adolescence, stressing factors associated with both normal and abnormal personality development. Representative cases are considered.

311. Psychological Tests. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

312. Physiological Psychology. (3)

The study of the human nervous system and other physiological mechanisms and their relation to basic behavioral processes such as sensation, motivation, emotion, and learning.

401. Systems of Psychology. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. Theory of Personality. (3)

A critical study of theories of personality and related research.

403. Seminar in Interpersonal and Intercultural Relations. (3)

An interdepartmental seminar concerned with exploring various images of man, as well as the personal and cultural interactions which have been predominant in man's behavior, both historically and in the contemporary world. The departments concerned are philosophy, psychology, and sociology.

Prerequisite: Junior or senior status in the majors of philosophy, psychology, or sociology, or permission of the instructors.

407. Learning Theory. (3)

A study of different theoretical approaches to problems of learning with emphasis upon experimental findings.

450. Independent Study. (3)

An opportunity for the student who shows serious interest and exceptional ability to work intensively in an area of psychology through reading and/or experimental research.

SECRETARIAL PRACTICE

Assistant Professor West.

101. Elementary Typewriting. (2)

Training to attain a minimum sustained writing speed of 35 words per minute; introduction to letter forms.

Two hours a week. May not be credited toward graduation.

102. Intermediate Typewriting. (2)

Building of typing speed to a minimum of 45 words per minute; accurate production of business forms and statistical tables.

Two hours a week. May not be credited toward graduation.
Prerequisite: Secretarial Practice 101 or its equivalent.

111. Elementary Shorthand. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. Intermediate Shorthand. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. Advanced Shorthand and Transcription. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. Secretarial Practice and Office Management. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent.

SOCIOLOGY

Professor Pohlman; Mrs. Suite.

Concentration: Sociology 203, either 204 or 100, 449, 450, and 21 hours to include at least nine additional hours in sociology and one or more courses in at least two of the following fields: economics (excluding 305), history, political science, and psychology, or in others as approved by the major advisor.

Prerequisites: For all sociology courses numbered 300 or above the general prerequisite is Sociology 203 or upper-class standing and permission of the instructor.

100. American Social Institutions. (3)

An introduction to the field of social science through a descriptive study of the major social "institutions" of American society. The approach is sociological, recognizing that human beings pursue collectively certain major goals held in

common that relate to their basic needs and shared interests; that this collective activity produces extensive systems of organization such as economic, political, educational, and other social institutions; and that customary modes of thought and action tend to develop which become characteristic of a society.

203. Principles of Sociology. (3)

Concepts, terms, and principles used in analyzing social group structure and behavior: processes of interaction, units of social organization, culture, personality, social change.

204. Social Issues and Problems. (3)

Problems related to changing contemporary society and the disputed issues involved, such as those associated with urbanization, institutional functions, individual liberty.

302. The Family in Society. (3)

The contemporary family in the United States, viewed as a social group within the larger society; considerations in the selection of a marriage companion, personal goals in marriage, preparation for family life; supplementary surveys of marriage and family practices in past and alien cultures.

[303. Social Psychology. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.]

308. Racial and Ethnic Group Relations. (3)

Social and cultural aspects of racial and other minority group relations; special attention to Negro-White relations in the United States.

309. Introduction to Social Work. (3)

A pre-professional survey for those considering social work and for teachers, nurses, and religious workers interested in the philosophy and principles involved; exploration of various agencies and their functions.

Alternate years; offered 1964-1965.

313. Social Anthropology. (3)

Culture, its nature and variability; culture and personality; enculturation processes; case studies of alien peoples, with emphasis on primitive societies; applications of derived conclusions to contemporary culture contacts.

316. Women in Society. (3)

The social status of women and their roles in the cultures of societies in various parts of the world through history; the specific responsibilities and opportunities of women in contemporary society, requirements for their maximum personal and social fulfillment.

318. Crime and Delinquency. (3)

A sociocultural approach to the nature, detection, causes, treatment, and prevention of delinquency and crime.

449. Senior Seminar (Theory). (3)

The development and present status of sociological theory; advanced study for senior majors in sociology, with emphasis on the student's independent work under the professor's guidance.

450. Senior Seminar (Research). (3)

Methods and goals of sociological research designed to acquaint the student with the possibilities and limitations of various types: readings and projects in special areas of interest.

Prerequisite: A course in basic statistics.

SPEECH

Assistant Professor Hadley.

100. Introduction to Theatre Arts. (3)

A survey of the multiple arts of the theatre from the Greek period to the present time with special emphasis on developing an appreciation of the drama through an analysis of the playscript and a consideration of its stage presentation through continually evolving methods of acting, directing, lighting, scene design, makeup, and costuming.

103. Fundamentals of Speech. (3)

An initial concentration upon the development of a pleasing and efficient voice through training in phonetics, diction, and projection followed by practical application of vocal principles through group discussion and the delivery of speeches for all occasions. Emphasis is also placed upon improving ability in listening analytically as well as creating skill in thinking, writing, and speaking in public with proper poise, logic, and confidence.

201. Oral Interpretation. (3)

A course designed to develop ability in analysis and appraisal of literature with concentration upon the development of skill in oral interpretation so as to communicate with maximum effectiveness. A study is made of proper vocal and platform techniques with emphasis on voice quality, projection, animation, and poise.

321. Play Production for Church and School. (3)

A study of such production procedures as directing, set designing, costuming, lighting, and makeup on the church and lower school levels. Special attention is given to play selection and proper use of minimum equipment.

400. Individual Projects in Speech. (3)

A course providing the opportunity for advanced work in such fields as debate, parliamentary procedure, oral interpretation, speech therapy, group discussion, and public speaking. Open to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs and interests.

402. Individual Projects in Dramatics. (3)

A course providing the opportunity for advanced work in such fields as acting, playwriting, theatre design, directing, costuming, makeup, radio, and television. Open only to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs.

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extracurricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans chapel and Religious Emphasis Week. The association also sponsors programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Monday.

SORORITIES

There are on the campus of Queens College six national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852; and Alpha Chi Omega (Delta Eta Chapter), founded at DePauw University on October 15, 1885.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

ART CLUB

The purpose of the club is to develop among members of the student body a sensitivity to the fine arts.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

CIRCULO ESPAÑOL—"ENTREMES"

The Spanish Club is open to all students who have successfully completed one year of Spanish or its equivalent. The purpose of the club is to familiarize the members with the language, people, customs, and arts of the Spanish and Spanish-American countries. The meetings are conducted entirely in Spanish.

DOLPHIN CLUB

This group, composed of students skilled in swimming styles and synchronized swimming, plans and presents an annual water show. Membership is by try-out only.

PARLONS FRANÇAIS

Membership is open to all sophomores, juniors, and seniors who have been enrolled in a 300 level course or above. The purpose of this organization is to stimulate an interest in the French people, language, and culture and to provide for participation and accomplishment in the study of French.

MODERN DANCE CLUB

The modern dance club is an organization to promote interest in dancing and offer an opportunity for girls to participate in various functions during the school year, to do choreography for different organizations, and take part in a concert presented in the spring. Membership is open to all interested students, and no dance training is necessary.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

SCIENCE SEMINAR

This is a monthly faculty-student seminar sponsored by the chemistry, biology, physics, mathematics, and psychology departments. Individual research work is presented and discussed.

TENNIS CLUB

The Tennis Club provides the opportunity for students interested in tennis to play for recreation and in competition.

STUDENT PUBLICATIONS

The Coronet, the yearbook, is a factual and photographic record of Queens students and student activities.

Queens Current is a biweekly newspaper published by the Student Legislature.

The Student Handbook, a publication of the Student Government Association, describes in full the Student Government Association, its constitution, and regulations of the college and faculty.

Logos is a literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

Swatches, a publication of the Student Government Association, is a book of pictures of entering students. It is compiled during the summer prior to the opening of the college year and distributed during Orientation Week.

MUSIC

Queens College Choir

This is a group chosen in September by audition. The organization performs frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the South or East.

Queens Chamber Orchestra

This organization is designed to play orchestral works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart symphonies, and contemporary works.

Queens College Chorus

The choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability.

Recitals

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

Student Health Service

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat outpatients or bed patients who have minor illnesses. In the case of major illnesses or

operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for resident students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

Exemption from Physical Education Activities

Each student is expected to participate in the college physical education program. Students requesting to be exempt from physical education activities for medical reasons must have such requests made through the college physician. Chronic conditions which would warrant exemption are to be noted on the student's medical examination forms upon admission to the college each year and reviewed by the college physician. Other conditions are regarded as acute and would ordinarily be brought to his attention as emergency situations or from the report of the local attending physician.

Alcoholic Beverages

Queens College does not approve the use of alcoholic beverages. This judgment is expressed both in regulations and in the expectation that students will exercise self-discipline and mature judgment.

Students are prohibited from the possession or use of alcoholic beverages on the campus of the college, or at any function, or on any trip sponsored by the college or any of the organizations within the college.

Students are not permitted to return to the campus under the influence of alcoholic beverages.

During absences from the campus either by special permission concurred in by parents or during college holidays, students are expected to act so as not to embarrass themselves, their fellow students, their families, or the college.

These regulations and principles apply equally to resident and non-resident students.

Violations of these regulations and principles will be judged by the Resident Student Council or the Day Student Council. Violators will be subject to a penalty which may be suspension.

Students who are not in sympathy with these regulations and principles or students whose parents are not in sympathy with them should not apply for admission to Queens College.

Assignment of Rooms

Reservations of rooms by returning students will be made between April 9 and May 15 in the office of the dean of students. An agreement signed by student and parents to make the initial payment due June 15 will be required before a reservation may be made.

Dormitory assignments and assignment of roommates will be mailed to freshmen late in August.

Student Activity Fee

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine, *logos,* and the yearbook, *The Coronet;* provides for membership in the Queens College Concert and Lecture Series; and finances the program of the Student Government Association.

Placement Service

Placement service is operated by the public relations office for students and alumnae. Cumulative records are kept for all persons registered. Biographical information, academic and professional qualifications, and personal recommendations are included in individual folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations. Because of the extensive and continuing use which graduates make of this office, it is most important that each senior complete material for a dossier before she leaves the campus.

Degrees Conferred 1964

BACHELOR OF ARTS

Jean Nesbitt Albritton
Ann Dunn Aldrich
Lydia Ann Alexander
Rela Elizabeth Anderson
Virginia Kent Anderson
Diana Jane Ashworth
Katherine Crowell Atkins
Alice Lucinda Bagnal
Grace Jordan Baker
Lucinda Hope Bayley
Jane Ellen Beckett
Rayona Overton Black
Frances Marion Bohannon
Anne Carrington Bright
Katherine LaVerne Brown
Vivian Anne Bullock
Caroline Neely Burgin
Joan Louise Calhoun
Caren Reve Camicia
Nancy Edwards Carter
cum laude
Ruth Misenheimer Causey
Sue Gary Challen
Dorothy Anne Cooke
Joyce Marie Davis
Mary Amelia Deaton
Rainsford DuBose Dedman
Lettie Lee Dekle
Joan George Diamaduros
Georgena Sue Dyer
Ann Eason
Marion Mays Easterday
magna cum laude
Ruth Dianne Funderburk
Jane Gammon
Louisa Anne Garland
Roberta Louise Gittings*
summa cum laude
Patricia Crouse Givens
Cornelia McDonald Graham
Judith Connie Gray
Elizabeth Jean Greear
Carol Porter Grieve
Elizabeth Diane Hallman
cum laude
Martha Duerson Halyburton
Linda Leete Harris
Judith Honeycutt Hefner
Alice Vaiden Henderson
Narda Zoila Henriquez Ayin
Glenina Kirkland Holladay
Katy Connor Hollingsworth
Margaret Elaine Hollingsworth
Mary-Lee Ellen Houchins
Jean McEwen Hunter
Allison James
Harriet Susan James
Claudia Evelyn Johnson
Mary Rebecca Johnson
Patricia Kerr Jordan
Carolyn Snyder King
Helen Moritz Kirkman
Martha Hardy Lamb
Sandra Verner Lanehart
Carolyn Harriet Lawall
Jane Wyatt Lawther
Linnea Ruth Litaker
Virginia May Lucas
Kenny McArver
Claudia Ann McDowall
Ann Eads McGrath
Anne Niven McLaughlin
magna cum laude
Betty Conlee Marquette
Elizabeth Lambeth Marsh
Alice Helen Methfessel
Frances Anderson Milton
Caroline Ruth Monckton
Diana Churchill Moore
June Marie Mullis
Bonnie Elizabeth Myers
Elizabeth Gaylord Myers
Dorothy Lillian Ong
Sarah McAllister Parsons
Pamela Susan Peper
Joan Grainger Pierce
Janet Harris Porter
Emily Elizabeth Powell
Suzanne Prince
Sarah Williamson Purvis

**With Honors Thesis: "Toward a Definition of Aesthetic Form"*

Kathleen Joyce Rainwater
Charlotte Gaulding Richardson

magna cum laude

Nancy Smith Ritch
Elizabeth Breckinridge Robertson
Priscilla Anne Robertson
Margery Olmstead Rollow
April Elaine Royal
Elizabeth Carol Rucker
Christine Elissa Safford*
Louise Blackwelder Sanford
Rachel Hunter Sharpe
Ann Hunsberger Sherrill
Janice Carolyn Short
Anne Hunter Showalter
Elizabeth Anne Sledge
Rosemary Howard Smith
Cynthia Kay Stroupe
Mae Elizabeth Thompson
Fidelia Ellen Tolley

cum laude

Jane Trivette
Nancy Chostner Underwood
Lynn Scroggs Vance
Martha Lucille Waters
Martha Warren Watson
Camela Underhill Weldon
Jane McSherry Wells

BACHELOR OF SCIENCE

Julianne Frances Baker
Elizabeth Martin Bennett
Sallye Phillips Brown
Bernice Poole Fulson
Joyce Ann Lowder
Jennie Ann Purifoy
Sally Irene Rhyne
Cora Jane Richards

BACHELOR OF MUSIC

Lillian Georgette Cellar
Nita Rochel Hudman
Kathryn Anne Oehler
Carol Virginia Robinson
Priscilla Allen Smyre

**With Honors Thesis: "Bertolt Brecht: Artistic Success Amid Theoretical Failure"*

Honors And Awards 1963-64

College Marshals
Ellen Barrier, *Chief Marshal*
Constance Elaine Brown
Barbara Ruth White
Donna Sue Mullen
Mary Louise Poot
Margaret Beth Eakins
Sallie J. Sharpe

The Algernon Sydney Sullivan Medallions
Roberta Louise Gittings
Edward G. Lilly

Alpha Chi Omega Short Story Award
Martha Warren Watson

Alpha Delta Pi Mathematics Award
Ann Eads McGrath

Alpha Gamma Delta Art Award
Constance Finch Ritter

American Guild of Performing Artists Membership
Kathryn Anne Oehler

Gordon Keith Chalmers Personal Library Award
Sheryl Ann Owens

Chi Omega Social Science Award
Anne Niven McLaughlin

The Coronet Award
No award given

The Creative Writing Cup
Sheryl Ann Owens

Stuart D. Currie Award
Roberta Louise Gittings

Dolphin Club Award
Lettie Lee Dekle

The Jernigan Journalistic Award
Sheryl Ann Owens

Kappa Delta Science Award
Marion Mays Easterday

The Charlotte Panhellenic Congress Award
Sara Marcia Perley

The Queens College Panhellenic Scholarship Cup
Alpha Delta Pi

Recreation Association Sportsmanship Award
Roberta Louise Gittings
Virginia Kent Anderson

Sigma Mu Award
No award given

Sigma Upsilon Award
Susan Wilson Rupprecht

Who's Who in American Universities and Colleges

Ann Dunn Aldrich
Virginia Kent Anderson
Diana Jane Ashworth
Caroline Neely Burgin
Sue Gary Challen
Roberta Louise Gittings
Elizabeth Diane Hallman
Allison James
Claudia Evelyn Johnson
Carolyn Snyder King
Jane Wyatt Lawther
Bonnie Elizabeth Myers
Elizabeth Carol Rucker
Christine Elissa Safford

Elected To Sigma Mu

Virginia Kent Anderson
Ellen Barrier
Constance Elaine Brown
Virginia Lee Burch
Betty Parker Denton
Marion Mays Easterday
Roberta Louise Gittings
Elizabeth Diane Hallman
Glenina Kirkland Holladay
Allison James
Frances Keller James
Carolyn Harriet Lawall
Anne Niven McLaughlin
Frances Anderson Milton
Kathyrn Anne Oehler
Charlotte Gaulding Richardson
Carol Virginia Robinson
Clelia Kathleen Stone
Fidelia Ellen Tolley
Barbara Ruth White
Jean Baldwin Wilson

Elected to Valkyrie

Nancy Howe Deane
Carol Diane Cole
Ann Markee Earnest
Nancy Pope McLeod
Cynthia Gholson Watkins
Carol Devlin Watson

Elected to Orb and Sceptre

Helen Burwell Atkinson
Susan Cochrane DaVega
Linda Ann Folk
Julia Elizabeth Garraway
Eleanor Sue Judd
Martha Sue McDaniel
Katherine Rhett Sapp
Barbara Ruth White

Elected to Sigma Upsilon

Ann Dunn Aldrich
Diana Jane Ashworth
Dorothy Anne Cooke
Louisa Anne Garland
Roberta Louise Gittings
Sheryl Ann Owens
Jane Trivette
Martha Warren Watson

Elected to Delta Omicron

Kathleen McNair Berry
Rebecca Anne Booze
LaVerne Kay Christian
Anita Mae Conner
Frances Keller James
Ann Elaine Knott
Karen Lee Lightbody
Martha Sue McDaniel
Linda Lucille Privette
Martha Tilghman Royal

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time three alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. H. Bradford Hunter, Charlotte, N. C.
First Vice-President—Mrs. Lawrence L. Miller, Charlotte, N. C.
Second Vice-President—Mrs. P. Hunter Dalton, Jr., High Point, N. C.
Secretary—Mrs. Glenn Alexander, Van Wyck, S. C.
Chairman, Living Endowment Fund—Mrs. R. A. Spaugh, Winston-Salem, N. C.
Past President—Mrs. Michael G. Myers, Charlotte, N. C.
Trustee Representatives: Mrs. W. H. Belk (Honorary), Charlotte, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Mrs. S. P. Stowe, Belmont, N. C.
Ex officio—Miss Gordon Freeman, Director of Alumnae Affairs

ALUMNAE ADMISSIONS REPRESENTATIVES

New England
Mrs. Hugh B. Dickey
25 Huckleberry Road
Lynnfield, Massachusetts
Telephone 334-5368

Middle Atlantic
Mrs. Barton Brown
8 Montrose Avenue
Summit, New Jersey
Telephone CR 3-3706

Washington, D. C.
Mrs. John W. Marshall, Jr.
5918 Wilmett Road
Bethesda, Maryland
Telephone 365-3908

Northern Ohio
Mrs. Richard S. Gatts
508 East 140th Street
Cleveland, Ohio
Telephone 851-4111

Southern Ohio
Mrs. L. Thomas Blackburn
501 Walnut Springs Road
Dayton, Ohio
Telephone AX 3-7840

South Central
Mrs. Richard Scott Woodmansee
213 Andrew Way
Collierville, Tennessee
Telephone 853-2138

Middle West
Mrs. William Witherspoon
6401 Ellenwood Avenue
St. Louis, Missouri
Telephone PA 7-0804

Community Services

THE PROGRAM OF ADULT EDUCATION

The Department of Adult Education serves the educational needs of men and women of the Charlotte area. Here adults may enroll for the purpose of securing college credits which may be used for transfer in satisfaction of degree or certification requirements. Others may want college training for vocational advancement or for self-improvement.

Many credit courses offered in the Department of Adult Education are open to students who may wish to enroll on an audit or non-credit basis.

Special or non-credit courses are organized from time to time for vocational, professional, or cultural groups. All such courses are also open to other interested individuals.

SUMMER SESSION

The Queens College summer session is limited to students living in Charlotte or within commuting distance of the campus. All courses offered are for college credit and are taught by regular members of the college faculty supplemented by visiting instructors.

The schedule of dates for the session is shown on the college calendar. A special summer school bulletin, listing course offerings, is published early in the calendar year and may be obtained by writing the dean of the college.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages—from the very young to the adult—in the following areas: organ, piano, strings, and voice. The recital hall, the Belk Memorial Moeller organ, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all available to the non-college student.

For additional information see catalogue section on *Music* and section on *Special Fees*.

Summary Of Enrollment

1963-1964

Senior Class	129
Junior Class	125
Sophomore Class	167
Freshman Class	242
Full-time Non-degree	8
Department of Adult Education (College Credit Students)	345
Total regular session	916
Summer Session 1963	127
Total Students Enrolled	1,043

GEOGRAPHICAL DISTRIBUTION

Alabama	18
Arkansas	2
Colorado	1
Connecticut	7
Delaware	3
District of Columbia	4
Florida	93
Georgia	45
Illinois	4
Indiana	2
Kentucky	15
Maine	2
Maryland	11
Massachusetts	5
Mississippi	1
Missouri	3
New Hampshire	2
New Jersey	19
New York	3
North Carolina	224
North Dakota	2
Ohio	8
Pennsylvania	14
South Carolina	70
Tennessee	29
Texas	2
Virginia	61
West Virginia	25
Wyoming	1
U. S. Citizens residing abroad	3
Denmark	1
France	2
Germany	1
India	1
Peru	1

Index

Academic Program 11, 43
  Courses of Instruction 57
  Curriculum 43
  Honors and Awards 52
  Standards, Regulations and Procedures 48
Accreditation 11
Achievement Tests 26
Activity Hours 46
Administrative Officers and Staff 19
Admission Procedures 26
Adult Education 29, 51, 115
Advanced Placement 48
Advanced Standing 48
Advisors
  Faculty 11, 48
  Student 28, 48
Aims of the College 13
Algernon Sidney Sullivan Award 54
Alumnae Association 114
Application Fee 27, 31
Art 58
Art Club 103
Associate in Christian Education 61
Attendance at Class 51
Auditing Courses 49
Awards 54

Bachelor of Arts Degree 43, 44, 47
Bachelor of Music Degree 43, 45, 47
Bachelor of Science Degree 43, 44, 47
Basic Requirements 43
Bible 60
Biochemistry 65
Biology 63
Biology Club 103
Board of Trustees 17
Books, Cost of 32

Calendar for 1964-1965 and 1965-1966 9
Chamber Orchestra 105
Chemistry 65
Choir 105
Chorus 105
Christian Education 61
Circulo Español 104
Class Standing 50
Classification of Students 50
College Entrance Examination Board 26
College Scholarship Service 39
College Scholarships 35
Coronet 104
Cost, see Expenses
Courses of Instruction 57
Curriculum 43
Dana Scholarships 36, 37, 52
Dana Seminars 57, 58
Dean's List 54
Degrees Conferred, 1964 108
Degree Requirements 46
Delta Omicron 53
Distinguished Teaching Award 25
Dolphin Club 104
Dramatics 46, 100, 104

Early Decision Plan 27
Economics 67
Education 69
Elective Hours 45
Eligibility 50, 51
Endowed Scholarships 38
English 81
Enrollment 116
Entrance Procedures 27
Entrance Requirements 26
European Study, see Study-travel, Summer Program
Evening College 29, 51, 115
Exemption from Physical Education Activities 106
Expenses 31
  General 31
  Payment of 31

Faculty 12, 20
Faculty Advisors 11, 48
Fees 31
  Application 31
  Commuting Students 31
  Part-time Students 31, 32
  Resident Students 31
  Regulations Regarding 34
  Schedule of Payments 31
  Special 32
    Course Change 33
    Diploma 33
    Dossier 33
    Education Courses 33
    Late Registration 33

Music 33
Student Activity Fee 31
Transcripts 33
Field of Concentration 44
Financial Aid 12, 35
Foreign Languages and Literatures 71
French 71

Geographical Distribution of Students 117
Geography 77
German 73
Grading System 49
Graduation Honors 54
Group Tutorial 11

Health Services 105
History 77
History of the College 14
Home Economics 81
Honor Pledge 28
Honor System 48
Honorary Organizations 53
Honors and Awards, 1963-1964 111
Honors Program 52
Honors Scholarships 36, 52

In Brief 11
Infirmary 32

Journalism 82

Laundry 32
Library 12
Literature 82
Literature and English Composition 81
Loan Funds 40
Location 11
logos 105

Major Program 44
Marshals 54
Mathematics 85
Medical Report 28
Medical Technology 46
Modern Dance Club 104
Music 87

Non-College Music 115
Non-Degree Students 29
Nursing Degree 43, 44, 47
Nursing Education 91

Office of Admissions 26
Orb and Sceptre 53
Orientation Program 48

Parlons Français 104
Part-time Students 29
Philosophy 91
Physical Education 93
Physics 94
Placement of Graduates 12, 107
Political Science 77, 80
Pre-medical Preparation 46
Presidents of the College 15
Probation 51
Psychology 95

Quality Point System 49
Queens Christian Association 103
Queens Current 105
Queens Players 104
Queens Scholarships 36, 37, 52
Queens Seminar 57

Readmission 29
Recitals 105
Registration 49
Religion 60
Religious Life 103
Report of Grades 51
Requirements for Graduation 47
Room Assignments 106
Russian 74
Russian Studies 74

Scholarships 35
Regulations Governing 39
Scholastic Aptitude Test 12, 26
Science Seminar 104
Secretarial Practice 97
Secretarial Training 45
Selection of Students 12
Semester Load 49
Seminars, Queens and Dana 57, 58
Sigma Mu 53
Sigma Upsilon 53
Size of College 11
Sociology 98
Sororities, Social 103
Spanish 75
Speech 100
Student Activities 12, 103
Student Activity Fee 31, 107
Student Bank 32
Student Employment 40

Student Government Association 103
Student Organizations 103
Student Publications 104
Student Handbook 51, 105
Study-travel, Summer Program 53
Summer School Credit 51
Summer Session 51, 115
Suspensions 32
Swatches 105
Swimming Requirement 43, 46

Teacher Certification 45
Tennis Club 104
Transcripts 28, 33
Transfers 28
Trustees 17

Valkyrie 53
Visits to Campus 4

Washington Semester 52
Withdrawal from a Course 49
Withdrawal from College 31

APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type) CHARLOTTE, NORTH CAROLINA

For session beginning _____ as

☐ Resident student
☐ Commuting student

Do not fill in this space

I. P.	Wd.	Act.	A. F.	No.

Name _____
(Last) (First) (Middle)

Home address _____
(Street or rural route) (City) (State)

Telephone _____ Date of birth _____

Name of high school _____ Month and year of graduation _____

Principal _____ School address _____

Schools attended since high school graduation (include dates) _____

_____

Father's name _____
(If deceased, so indicate)

Mother's name _____
(If deceased, so indicate) (over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning _____ Date _____
as

☐ Resident student ☐ Commuting student

Name of applicant _____

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. I enclose the application fee of ten dollars ($10) which I understand is a service charge and is non-refundable.

Signature of parent or guardian _____
(or applicant if not a dependent)

Home address _____
(Street, City, State)

Position and business address _____

Make checks payable to Queens College. Mail application to the Director of Admissions, Queens College, Charlotte, North Carolina 28207. (over)

Are you applying for admission under the Early Decision Plan?_____
(Check catalogue for requirements for Early Decision)

Do you need financial assistance in order to attend Queens? _____

Do you wish to apply for a scholarship?_____ A loan?_____

Name of church you attend _____ Are you a member?_____

Minister's Name _____

Address of church _____
(Street, City, State)

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board? _____ The Achievement Tests? _____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis?_____

Name of husband (if married)_____

Queens College
charlotte, north carolina